

# Human Relations in Organizations Unit 1: Communication

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> <li>Students will demonstrate the ability to apply situationally appropriate communication skills in order to meet the intended personal or professional goal.</li> <li>Students will demonstrate the ability to incorporate appropriate strategies and etiquette in order to communicate effectively with business constituents.</li> <li>Students will demonstrate the ability to produce coherent and supported writing to communicate effectively for a range of discipline specific tasks, purposes and audiences.</li> <li>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use and discourse style</li> <li>Students will demonstrate the ability to listen, analyze and summarize text and integrate knowledge to make meaning of discipline specific materials to enhance communication.</li> </ul> <p><u>Content Standards:</u>                      NBEA - National Business Education Association</p> <ul style="list-style-type: none"> <li><u>NBEA Communication 1:</u> Listen actively, use the communication process, read and research information, and integrate technology to enhance communication effectiveness.</li> <li><u>NBEA Communication 2:</u> Apply interpersonal skills in personal and professional environments to communicate effectively.</li> <li><u>NBEA Communication 3:</u> Prepare clear, complete, concise, correct and courteous written messages for personal and professional uses.</li> <li><u>NBEA Communication 4:</u> Demonstrate professional speaking techniques and strategies.</li> <li><u>NBEA Communication 5:</u> Communicate effectively for employment success.</li> </ul>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to <b>become strong and effective communicators.</b></i></p>	
	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>clear communication will be an indicator of successful outcomes in organizations.</li> <li>different personalities in an organization can affect how conflicts are resolved.</li> <li>leadership requires effective communication with various business constituencies.</li> <li>professionalism and etiquette are essential in the written and spoken communication.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>Do you have what is needed to settle a conflict in a positive way?</li> <li>Is clear communication important to success in all careers?</li> </ul>
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>that active listening demonstrates courteous attention when listening to others.</li> <li>that there are barriers to communication</li> <li>that it is important to be able to interpret the meaning of silence in communication</li> <li>that communication differs in primary and secondary audiences.</li> <li>that they must gather all necessary information to ensure a complete message is conveyed.</li> <li>that working cooperatively with peers and authority figures is necessary in organizational communication.</li> <li>that written and spoken communication in business should be professional and well thought out.</li> <li>that communication is an essential soft skill.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>understanding different forms of communication.</li> <li>knowing the best form of communication to use dependent on the situation.</li> <li>evaluating how behavior and personality influence verbal and nonverbal communication.</li> <li>demonstrating the use of professional employment communication.</li> <li>using proper etiquette in all forms of communication.</li> <li>being active listeners.</li> </ul>	

	<ul style="list-style-type: none"> <li>that supervision techniques, ethical standards and customer service strategies are needed to have effective communication with all stakeholders.</li> </ul> <p><u>vocabulary:</u> soft skills, nonverbal communication, behavior, personality, interpersonal skills, primary and secondary audiences, active listening</p>	
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<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>	<ul style="list-style-type: none"> <li><i>Interact effectively with others through the growth and use of social skills</i></li> <li><i>Work creatively and innovatively with others</i></li> <li><i>Problem solve</i></li> <li><i>Communicate clearly</i></li> </ul>

<b>Stage 2 - Evidence</b>	
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<b>Stage 3 – Learning Plan</b>
<i>Summary of Key Learning Events and Instruction</i>

<b><i>Science Integration</i></b>	<b><i>College, Career, and Civic Life Integration</i></b>	<b><i>Technology Integration</i></b>
<b><i>District Materials</i></b>	<b><i>Distance Learning/Field Trips</i></b>	<b><i>Technology Resources</i></b>