

Perris Union High School District

Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Professional Business Communications</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <u>PATHWAY: Business Management CONCENTRATOR</u>	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Credentials Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <i>Designated Subjects, Career Technical Education, Finance and Business</i> <i>Single Subject: Business</i> </div> <u>To be completed by Human Resources only.</u>	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="font-family: cursive; font-size: 1.2em;">Nick Hilton</div> <div>03 / 18 / 2021</div> </div> <p style="text-align: center; margin-top: 5px;">Signature Date</p>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Dian Martin Site: Educational Services Date: 03/02/2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/23/2021
Asst. Superintendent of Educational Services		
Governing Board		



Riverside County Office of Education – Career Technical Education

RCOE PROFESSIONAL BUSINESS COMMUNICATIONS (ROP)

DATE:

INDUSTRY SECTOR: Business and Finance Sector

PATHWAY: Business Management

CALPADS TITLE: Intermediate Business Management Communication Technologies (Concentrator)

CALPADS CODE: 7410

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Sales Agents, Financial Services	41-3031.02	Online Merchants	13-1199.06
Copy Writers	27-3043.04	Career/Technical Education Teachers, Secondary School	25-2032.00

COURSE DESCRIPTION:

The Professional Business Communications course is designed to prepare students for essential business communication skills utilizing 21st technology platforms. This course will develop the student’s depth and breadth of communication abilities, critical thinking, and problem solving skills. It is specifically designed to give students a competitive edge in both post secondary education and career pursuits. This course integrates the foundational principles of business communication with the organizational, analytical, and technical concepts required of business communications. The development of a professional portfolio is a key component in each unit. This course emphasizes diversity and innovation through gathering, synthesizing, questioning, and forming articulate data-driven opinions. Students read often and with an open mind, write often and clearly with coherent thought and form, and articulate their reading and writing in presentations using technology, appropriately targeting both academic and real-world audiences.

This course is designed to provide students with an understanding of the varied and diverse use of communications utilized within the business community. The course will require students to demonstrate a clear understanding of the communication methods in business drawing evidence from literary and informational text. Using this information to produce, reflect, and display in a contextual format that shows the mastery of knowledge. The students are expected to analyze and disseminate varied and diverse technologies and resources that include: internet, technical manuals, and literary texts. Students will demonstrate their acquired knowledge through the presentation of information using diverse technology resources. The purpose of the course is to emulate the academic rigor of a college class, while giving the students the foundational principles of the complex nature of the formats available in business communications in the 21st century. The expected outcome is for the student to continue with the CTE Business and Finance pathway at the university level in the pursuit of lifelong learning goals. Upon completion of the course, the student will demonstrate critical thinking skills that are required in the industry for success. Students will interpret and convey the acquired knowledge that is required in the variety of today’s business media.

Instructional Methods used in this course will provide the students with the structure overview of the industry communication needs. The topics will review vocabulary, grammar, punctuation, syntax, and mechanics as well as teaching essay forms, revision and editing strategies. The units will reinforce and practice the skills through direct instruction, independent study, interactive discussion and indirect instruction. • Direct instruction; structured overview, vocabulary activates • Independent study; self-assessment, journal writing, and research • Interactive instruction; debates, discussion, peer critique, business community interaction • Indirect instruction; self-reflection, inquiry learning • Guided practice – Guest Speakers, presentations • Teacher modeling Technology and the use of technology will have a major role in the day-to-day instruction of this course. Student will spend daily time on writing and collaborative activities. Using these methods the students will have the opportunity to discover, interact and investigate data needed to produce effective business communications. Peer-evaluation and analyzing will be important instruction methods used to enhance the students thinking and listing abilities. Peer evaluation will also be a teaching

and learning tool, utilizing teacher-crafted evaluation rubrics for multimedia and other presentations. These activities will add relevance and rigor to the course.

A-G APPROVAL: G

ARTICULATION:

College	Course Code
Moreno Valley College	BUS-47 Applied Business and Management Ethics
Moreno Valley College	BUS-22 Management Communications

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
None

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- no

RECOMMENDED TEXTS:

- Marketing Essentials 2012 Lois Schneider Farese, Grady Kimbrell, Carl A. Wolosyck Glencoe/Mc Graw Hill 2012
- Microsoft Office 2007 Pasewark and Pasewark Thomson Learning 2009
<http://oc.course.com/pasewark/office2007/index.cfm?action=home>
- Entrepreneurship, Building a Business McGraw-Hill, Glencoe McGraw-Hill Education, 2010 2010

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12			• •	Concentrator	RCOE Personal Finance Fundamentals
11, 12			• •	Concentrator	RCOE Professional Business Communications (ROP)

I.	UNIT 1: FOUNDATIONS AND PRINCIPLES OF BUSINESS COMMUNICATION	CR	Lab/ CC	Standards
	<p>Outcomes: Unit one focuses on the fundamentals of business communications with an emphasis on the core vocabulary, theory, technology, and principles that are used in business communications.</p> <p>“a-g” Academic Topics</p> <ul style="list-style-type: none"> • Researched and applied use of academic vocabulary. • Recognize various demands of the audience, how to adapt to the task, purpose, genre by listening, reading, writing, and speaking for the purpose of effective communication to the audience. • Generate relevant questions examining issues that relate to industry research. • Compose an essay with proper format, spelling, grammar, punctuation, and capitalization measured by the Flesch-Kincaid scale. <p>CTE Content</p> <ul style="list-style-type: none"> • Business trends. • Describe effective communication techniques. • Develop functional communication skills. • Demonstrate the use of technical writing and communication skills. • Microsoft Office 2007, 2010: Microsoft Word, Microsoft PowerPoint. • Portfolio Guidelines / Objectives. <p>Key Assignment: Students will read and analyze the foundation and principles of business communications as used by an administrative professional. Students will identify the key elements and vocabulary used keying into the structure and key ideas that are intrinsic to effective communications. Students will produce a sample of a professional document that shows a range of writing skills. Samples of work will include:</p> <ul style="list-style-type: none"> • Internal Office Memo • 1000 page essay that details the use of effective writing skills in business communications. <ul style="list-style-type: none"> • The student will be aware of the basic functions of Word, an assessment will be given. 	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>
II.	UNIT 2: BUSINESS ETHICS AND LEGAL RESPONSIBILITIES	CR	Lab/ CC	Standards
	<p>Outcomes: Unit two focuses on the ethical and legal responsibilities of business communications. Students will research labor laws and utilize those laws to prepare documents for effective communication in the business setting.</p> <p>“a-g” Academic Topics</p> <ul style="list-style-type: none"> • Advanced investigative research to gather and evaluate relevant information from multiple authoritative print and digital sources. • Draw evidence from sources to support analysis, reflection, and research. • Formulates judgments about the ideas under discussion and supports those judgments with convincing evidence. • Prioritize information effectively to assess each source. • Integrate information to formulate for task, purpose, and audience. <p>Key Assignment: This unit focuses on research of the ethics and legal responsibility that are used in business communications. Students will work in collaborative groups to discuss and research evidence of principles that guide the ethics and legal guidelines in effective business communications. Students will discuss the findings and produce the following:</p> <ul style="list-style-type: none"> • Research documents that detail the findings of their research. <ul style="list-style-type: none"> • The document will show a command of the industry language that is required in business communications. • A presentation that outlines the research document. <ul style="list-style-type: none"> • A presentation will show evidence that the listeners can follow and is appropriate to the audience. 	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>

	• Present the findings in a collaborative method.			
III.	UNIT 3: UTILIZATION OF BUSINESS COMMUNICATION IN DIVERSE ORGANIZATIONS	CR	Lab/ CC	Standards
	<p>Outcomes: Unit three focuses on the exploration of the diverse organization's structures and audiences that are used in business communications. Students will research and apply the information for effective business communications.</p> <p>“a-g” Academic Topics</p> <ul style="list-style-type: none"> • Advanced investigative research to gather and evaluate relevant information from multiple authoritative print and digital source. • Broaden inquiry, synthesize multiple sources on the subject, and demonstrating an understanding of the subject under investigation. • Evaluate and integrate multiple sources of information presented in diverse media formats. • Expository writing methodologies for exploration and research. • Formulate systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). • Critiques the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. <p>CTE Content</p> <ul style="list-style-type: none"> • Explain the role of business communication in the business enterprise system. • Compare and contrast the various types of business communications used in diverse organizations. • Differentiate the types of communication systems that are used in diverse organizations. • Examine the role and function of professional organizations, industry associations, and organized labor in a productive society. • Compose a written and electronic survey for the collection of diverse data in business communication. • Microsoft Office 2007, 2010: Microsoft Excel, Microsoft Word <p>Key Assignment: Focusing on the diverse audiences that business communications are sent to, students will formulate a survey that will show the diverse audiences and types of communications used in the business environment. Students will use a variety of digital resources to produce and conduct the survey. In this unit the students will produce the following;</p> <ul style="list-style-type: none"> • Survey – in both a paper and digital format. • Deploy the survey in both a paper and digital format. • Collect data and produce a document that details the results. 	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>
IV.	UNIT 4: BUSINESS TECHNOLOGIES	CR	Lab/ CC	Standards
	<p>Outcomes: Unit four focuses on the utilization of information and technology tools to conduct, present, and develop effective business communications.</p> <p>“a-g” Academic Topics</p> <ul style="list-style-type: none"> • Compose business documents utilizing a variety of technological resources. • Analyze and evaluate the effective structure of a document for the purpose of the intended audience. • Utilize a variety of technology tools (Google Docs, Cloud, and internet) to produce, publish, and update individual and collaborative writing/projects. <p>CTE Content</p> <ul style="list-style-type: none"> • Describe appropriate computer hardware used in business communication. • Examine technological trends and analyze the impact on business communication. • Integrate appropriate use of the internet, social media into business communications. • Past, present, and future technological advances. • The student selects, applies, and differentiates appropriate software used in business communications. • Identifies the influence of current and emerging technologies on the local, state, 	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>

	<p>national, and global economies.</p> <p>Key Assignment: Students will focus on the varied technologies are used in the business environment. The student will use the information that they have accumulated in the past 3 units to produce appropriate communications to the diverse populations (audiences) of the business community. In this unit the students will use and produce:</p> <ul style="list-style-type: none"> • Multi-media presentation that includes: <ul style="list-style-type: none"> • PowerPoint presentations that include, graphs forms and data. • Video links. • Internet and data sources. • Show an example of the variety of technologies that include: <ul style="list-style-type: none"> • Internet • Skype • Google Docs • Smart Technologies (Smart phones, iPads, etc.) 			
V.	UNIT 5: SOCIAL CONCEPTS AS RELATED TO BUSINESS COMMUNICATIONS	CR	Lab/CC	Standards
	<p>Outcomes: Unit five focuses on investigating the various roles of society and social media in business communications. Students will explain the functions and impacts social media and demographics have on effective business communications.</p> <p>“a-g” Academic Topics</p> <ul style="list-style-type: none"> • Advanced investigative research to gather and evaluate relevant information from multiple authoritative print and digital sources. • Evaluate and integrate multiple sources of information presented in diverse media formats. • Formulates judgments about the ideas under discussion and supports those judgments with convincing evidence. • Produce clear and coherent written documents to validate the organizational needs. • Develop and strengthen writing as needed through planning, revision, editing, and peer evaluation that focuses on the use of social concepts and media. <p>CTE Content</p> <ul style="list-style-type: none"> • Describe the various types of social media that are used in business communications. • Integrate the varied styles of communication methods used in social media. • Examine the benefits and added value of social media to business communications. • Explore the demographic impact of social concepts as they relate to business communications. • Determines the validity of the content and evaluates the authenticity, reliability, and bias of electronic and other resources. • Applies appropriate problem-solving strategies and critical-thinking skills to work-related issues and tasks. <p>Key Assignment: Students will explain the functions and impacts that social media and demographics have on effective business communications. Students will produce;</p> <ul style="list-style-type: none"> • 1000 to 1500 informative research paper that details the use of social media in business communications through research of the subject matter. • Class discussions will be an integral part of this lesson. Students will work in collaborative groups and present their finding to the class using the various types of social media. 	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>
VI.	UNIT 6: BUSINESS RESEARCH AND MARKETING PLAN	CR	Lab/CC	Standards
	<p>Outcomes: Unit six focuses on systematic research and production of a Business Marketing Plan. Students will conduct market analysis and assess the business organizations in need of effective communication.</p> <p>“a-g” Academic Topics</p> <ul style="list-style-type: none"> • Advanced investigative research to gather and evaluate relevant information from multiple authoritative print and digital sources. • Identifies possible reasons for inconsistent results, such as sources of error and 	15	15	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>

	<p>uncontrolled conditions.</p> <ul style="list-style-type: none"> • Acquire and accurately demonstrate domain-specific words and phrases important to comprehension and expression. • An inquiry, research, development, and outline documented for a research paper with proper MLA format. • Develop and strengthen writing as needed through planning, revision, editing, peer evaluation, that focuses on the use of social concepts and media. <p>CTE Content</p> <ul style="list-style-type: none"> • Determine the validity of content and evaluate for authenticity, reliability, and bias of electronic and other resources. • Evaluates and revises written documentation with proper proofreading/editing skills. • Constructs MLA format paper incorporating advanced level Word processing technological skills. • Modify edited versions of the document via electronic track changes and protection of written document. • Digitally compose and modify a table of contents, including cross reference, index, and bibliography. <p>Key Assignment: Students will conduct market analysis and assess the business organizations need for effective communication.</p> <ul style="list-style-type: none"> • Students will write a research finding report that is 2000 to 2500 words in length that reflects on the research of business communications that include; <ul style="list-style-type: none"> • Annual reports • Company profiles • Marketing communications • Relevant resources on the internet. • Work that will meet the required MLA formatting. 			
VII.	UNIT 7: BUSINESS PRESENTATION METHODOLOGIES	CR	Lab/CC	Standards
	<p>Outcomes: Unit seven focuses on the construction, evaluation, and design of business presentations.</p> <p>“a-g” Academic Topics</p> <ul style="list-style-type: none"> • Distinguishes between hypothesis, theory, and data-based evidence. • Demonstrates command of the conventions of standard English grammar when writing, speaking, and presenting. • Prioritize and cite strong textual evidence to support analysis and research. • Gather relevant information from multiple authoritative print and digital sources, using advanced researches effectively integrating information, and avoiding plagiarism. • Analyze a complex set of ideas or events to explain how individuals, ideas, or events interact and develop over a period of time. <p>CTE Content</p> <ul style="list-style-type: none"> • Demonstrate and apply high-quality craftsmanship to a product or presentation and continually refine and perfect it. • Constructs props, visual aids, graphs, data spreadsheets, and electronic media to enhance the appeal and accuracy of presentations. • Selects, applies, and differentiates among appropriate tools in technology. <p>Key Assignment: Unit seven focuses on the construction evaluation and design of business presentations</p> <ul style="list-style-type: none"> • The student will focus on the construction of an effective presentation that will detail the results of the Marketing Plan. The presentation will include: <ul style="list-style-type: none"> • Final narrative summary demonstrating the feasibility of the marketing plan based on their research that is in an MLA formatted report. Works cited page should be included in the report. • Use industry related presentation methods to present the data. • Students will produce a 250 to 300-word press release for the marketing plan. 	15	15	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>

VIII.	UNIT 8: CAREER PLANNING AND MANAGEMENT	CR	Lab/ CC	Standards
	<p>Outcomes: Unit eight will focus on the integration of multiple sources of career information from diverse formats to make informed career decisions. Students will develop a career plan that will include student work, resume, and reference materials</p> <p>“a-g” Academic Topics</p> <ul style="list-style-type: none"> • Compose a career research paper including inquiry/evaluation of post-secondary options, educational requirements, future economic projections, career growth opportunities, labor market demands, skill sets, and salary. • Expository writing to examine and convey complex ideas, concepts, and information accurately. • Demonstrates command of the conventions of standard English grammar when writing, speaking and presenting • Prioritize and cite strong textual evidence to support analysis and research. <p>CTE Content</p> <ul style="list-style-type: none"> • Identify personal qualifications, interest, aptitudes, information, and skills for making career decisions. • Explore how information and communication technologies are used in career planning. • Research career opportunities. • Identifies the important strategies for self-promotion in the hiring process, job applications, resume writing, electronic resumes, interview skills, and preparation and presentation of a career portfolio. <p>Key Assignment: Students will research and write a 1000 to 1500 word research paper on a career in the industry of their choice. Students will complete an employment portfolio, which will include the following;</p> <ul style="list-style-type: none"> • Job Application • Resume • Letters of recommendation • Work samples • Cover letters • Special certifications or awards • Sample interview questions with answers reflecting research efforts • The final requirement calls for the completion of an interview critique with a business partner. 	10	10	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>
IX.	COURSE NOTES:	CR	Lab/ CC	Standards
	<p>COURSE NOTES: 4/12/19 – ADDED TO CTE S DRIVE.</p>	0	0	<p>Academic: LS: 11.1</p> <p>CTE Anchor: Communications: 2.1</p> <p>CTE Pathway: A1.1</p>

Entered by:

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