

**Unit DCT 3:**

**Business Communication Skills**

**Content Standard DCT 3.1:**

Students develop and refine oral and written communication skills.

<b>Performance Expectations</b>	<b>Instructional Strategies</b>	<b>Assessment Strategies</b>	<b>Supplementary Resources</b>
<p>DCT 3.1.1 Compose, input, and format business communications appropriate for a variety of audiences and situations</p> <p>DCT 3.1.2 Use correct verbal and written language skills and subject-specific terminology</p> <p>DCT 3.1.3 Avoid inappropriate and biased language</p> <p>DCT 3.1.4 Make oral presentations, including visual aids, for designated audiences and situations</p>	<p>Discuss and demonstrate:</p> <ul style="list-style-type: none"> <li>➤ Different purposes such as persuasive, bad news, good news, and complaint messages, etc.</li> <li>➤ Differences in vocabulary and terminology for different audiences and situations</li> <li>➤ Use of organizational tools such as outlining and graphic organizers for planning</li> <li>➤ Sensitive language usage in regard to population diversity, such as race, ethnicity, gender, age, occupation bias, and slang</li> <li>➤ Techniques of effective oral communication</li> </ul> <p>Compare and contrast appropriate and inappropriate wording for business communication for different audiences and situations</p> <p>Create a letter to a member of Congress</p> <p>Compose a letter to the principal addressing problem in school</p>	<p>Evaluate student's ability to:</p> <ul style="list-style-type: none"> <li>➤ Choose the appropriate form of business correspondence, i.e., memo, letter, e-mail</li> <li>➤ Compose appropriate business correspondence</li> </ul> <p>I-STEP Rubric for Writing,  <a href="http://ideanet.doe.state.in.us/istep/2002/02/grd8_rubricmemo.html">http://ideanet.doe.state.in.us/istep/2002/02/grd8_rubricmemo.html</a></p>	<p><a href="http://www.writersdigest.com/writingprompts.asp">http://www.writersdigest.com/writingprompts.asp</a></p> <p><a href="http://www.genderequity.org/book/lesson09.html">www.genderequity.org/book/lesson09.html</a></p> <p><a href="#">Wellmaker Water Treatment Systems (In-Basket)</a></p> <p><a href="#">Writing Personal Business Letters (Internet Activity)</a></p> <p><a href="#">You Want it, We'll Do It, Part 1 (In-Basket)</a></p> <p><a href="#">You Want it, We'll Do It, Part 2 (In-Basket)</a></p> <p><a href="#">Communication Connection (Co-Op)</a></p> <p>I-STEP Rubric for Writing,  <a href="http://ideanet.doe.state.in.us/istep/2002/02/grd8_rubricmemo.html">http://ideanet.doe.state.in.us/istep/2002/02/grd8_rubricmemo.html</a></p> <p>Century 21 Jr. Input Technologies: Thomson/South-Western: Chapter 6-9</p> <p>Century 21 Jr. Input Technologies &amp; Computer Applications: Thomson/South-Western: Chapter 6-12, 14, 16</p> <p>DigiTools: Thomson/South-Western: Chapter 3, 6, 10, Appendix D, Unit 3</p> <p><i>Indiana Academic Standards English/Language Arts 9.1.2, 9.2.7, 9.4.4, 9.4.5, 9.4.6, 9.4.7, 9.4.8, 9.5.3, 9.5.5, 9.5.6, 9.5.7, 9.5.8, 9.6.1, 9.6.2, 9.6.3, 9.6.4, 9.7.2, 9.7.3, 9.7.4, 9.7.6, 9.7.7, 9.7.10, 9.7.11, 9.7.12, 9.7.15, 9.7.19</i></p>

**Unit DCT 3: Business Communication Skills**

<b>Performance Expectations</b>	<b>Instructional Strategies</b>	<b>Assessment Strategies</b>	<b>Supplementary Resources</b>
<p>DCT 3.1.5 Evaluate resources based on their origin to determine bias and integrity of information</p> <p>DCT 3.1.6 Address ethical issues regarding intellectual property and dissemination of electronically generated information</p> <p>DCT 3.1.7 Apply appropriate copyright laws involved in gathering, displaying, and interpreting data</p>	<p>Discuss and demonstrate:</p> <ul style="list-style-type: none"> <li>➤ Authorship of information based on publisher, source of research funding, and purpose</li> <li>➤ Responsibility for adhering to licensing, copyrighting, and plagiarism rules</li> </ul>	<p>Evaluate student's ability to:</p> <ul style="list-style-type: none"> <li>➤ Identify bias in information</li> <li>➤ Give proper ownership to all forms of data</li> <li>➤ Use appropriate documentation</li> <li>➤ Write messages/letters with appropriate tone</li> </ul>	<p><a href="http://www.turnitin.com">www.turnitin.com</a></p> <p><a href="http://www.cyberbee.com/copyrt.html">http://www.cyberbee.com/copyrt.html</a></p> <p><a href="#">Cyber Law (Internet Activity)</a></p> <p><a href="http://school.discovery.com/schrockguide/assess.html">http://school.discovery.com/schrockguide/assess.html</a></p> <p>Century 21 Jr. Input Technologies: Thomson/South-Western: Chapter 3, 7</p> <p>Century 21 Jr. Input Technologies &amp; Computer Applications: Thomson/South-Western: Chapter 3, 7, 14, 16</p> <p>DigiTools: Thomson/South-Western: Chapter 2, 5, 10-11</p> <p><i>Indiana Academic Standards English/Language Arts 9.2.7, 9.4.4, 9.4.6, 9.4.7, 9.4.8, 9.5.3</i></p>

**Unit DCT 3:**

## Business Communication Skills

**Content Standard DCT 3.2**

Students develop and refine proofreading skills.

<b>Performance Expectations</b>	<b>Instructional Strategies</b>	<b>Assessment Strategies</b>	<b>Supplementary Resources</b>
<p>DCT 3.2.1 Apply proper editing marks to hard-copy documents</p> <p>DCT 3.2.2 Review and apply grammatical rules for number usage, capitalization, punctuation, and abbreviations</p> <p>DCT 3.2.3 Proofread and edit documents for meaning and readability</p> <p>DCT 3.2.4 Evaluate documents for content appropriateness and effectiveness of communication</p> <p>DCT 3.2.5 Revise documents making needed corrections</p>	<p>Discuss and demonstrate:</p> <ul style="list-style-type: none"> <li>➤ Editing marks and their usage</li> <li>➤ Grammatical rules for number usage, capitalization, punctuation, and abbreviations and their uses</li> <li>➤ The relevance of word choice, readability, and flow of ideas</li> <li>➤ Producing a final copy from previous drafts</li> </ul>	<p>Evaluate student's ability to:</p> <ul style="list-style-type: none"> <li>➤ Use editing marks and checklist for own and others' writings</li> <li>➤ Apply grammatical rules for number usage, capitalization, punctuation, and abbreviation</li> <li>➤ Produce a usable final copy</li> </ul> <p>Evaluate copy on basis of assignment criteria</p> <p><a href="#">Proof Memo</a></p>	<p><a href="#">Six-Inch Voice</a></p> <p><a href="#">Proof Memo</a></p> <p>Century 21 Jr. Input Technologies: Thomson/South-Western: Chapter 1, 3, 5-7, 9</p> <p>Century 21 Jr. Input Technologies &amp; Computer Applications: Thomson/South-Western: Chapter 1, 3, 5-7, 9-12, 14</p> <p>DigiTools: Thomson/South-Western: Chapter 3-7, 10</p> <p><i>Indiana Academic Standards English/Language Arts 9.4.10, 9.4.11, 9.4.12, 9.6.1, 9.6.2</i></p>