# Scope & Sequence

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| Course Name: Business English **PEIMS Code:** 13011600 | | | **Course Credit:** 1.0  **Course Requirements:** Grade Placement 12.  **Prerequisites:** English III.  **Recommended Prerequisites:** Touch System Data Entry. |
| **Course Description:** In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 175 Periods  7875 Minutes  131.25 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.135. (c) Knowledge and skills** | |
| **Unit 1: Communication**  Students will begin the course by discussing effective communication, collaboration, teamwork, and the importance of a positive, productive work ethic. Students will demonstrate these skills and attributes by creating and/or participating in classroom and workplace scenarios that highlight integrity, professionalism, ways to improve communication, and teamwork. Students will discuss barriers to effective communication, nonverbal communication, and successful methods of time management in small groups and/or other classroom activities. As a culminating activity for the unit, student teams will describe and/or present summaries of the communication process, discuss appropriate channels and ethical and legal implications of messages, and interpret and illustrate the impact of nonverbal communication. | 10 periods  450 minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) show integrity by choosing the ethical course of action and comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (6) The student develops communication skills necessary to address a changing business environment. The student is expected to:  (A) describe the communication process;  (B) identify barriers to effective communication;  (C) assess the ethical and legal implications of messages;  (D) discern appropriate channels for transmitting messages;  (E) interpret nonverbal communication in various activities;  (F) illustrate the impact of nonverbal communication on the total communication process; and  (G) identify ways to improve communication in organizations. | |
| **Unit 2: Words, Images, Graphics, and Sounds**  Students will evaluate and present assigned and/or self-selected examples of bias in various forms of media, and using examples, evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts. Students will also evaluate and describe the techniques used in their media examples as well as intended audience and purpose and how to determine fact or fiction using key words. Students will then produce an original multimedia presentation that includes graphics, images, and sounds to appeal to a specific audience, and share it with the class using proper conventions of language. | 20 periods  900 minutes | (2) The student prepares for effective communication skills. The student is expected to:  (A) organize ideas logically and sequentially;  (B) locate and interpret written information; and  (C) distinguish communicated fact from opinion by identifying key words.  (F) organize ideas in writing in a coherent, logical progression  (10) The student uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. The student applies the knowledge and skills in paragraphs (2)-(9) of this subsection with greater depth in increasingly more complex texts. The student is expected to:  (A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;  (B) evaluate the interactions of different techniques used in multi-layered media such as layout, pictures, typeface in print media, images, text, or sound in electronic journalism;  (C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and  (D) evaluate changes in formality and tone across various media for different audiences and purposes.  (12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:  (C) produce a multimedia presentation such as a documentary, class newspaper, docudrama, infomercial, or visual or textual parody that includes graphics, images, and sound and appeals to a specific audience.  (17) The student makes oral presentations. The student is expected to use proper conventions of language and presentation. | |
| **Unit 3: Telecommunications Project**  Students will participate in classroom activities that demonstrate and discuss using appropriate research techniques, interviews, and visual materials to produce a written business report that evaluates and recommends telecommunications methods and ethics for various business situations and scenarios. The report should be organized logically, use precise language, have documented sources, and contain graphics. As part of the project, students will design surveys and interviews to gather class opinions regarding telecommunications ethics and etiquette. Students will present and discuss their survey and interview results in a professional and concise manner. | 15 periods  675 minutes | (2) The student prepares for effective communication skills. The student is expected to:  (A) organize ideas logically and sequentially;  (B) locate and interpret written information;  (D) interpret visual materials such as charts, graphs, pictures, and maps and translate the information into textual form;  (E) employ precise language to communicate ideas clearly and concisely; and  (F) organize ideas in writing in a coherent, logical progression.  (3) The student employs appropriate research techniques to produce effective business communication. The student is expected to:  (A) incorporate information from printed copies and electronic resources and references;  (B) locate and paraphrase secondary sources;  (C) document secondary sources;  (D) design, conduct, and analyze the results of a survey;  (E) conduct interviews to obtain resource materials; and  (F) create a business project incorporating data imported from various sources.  (4) The student exchanges information via telecommunications such as email, images, social media, and other online information services with appropriate supervision. The student is expected to:  (A) evaluate which telecommunications methods are most appropriate to a given situation; and  (B) apply appropriate business ethics and correct etiquette when using telecommunications.  (7) The student produces business documents using current and emerging technology. The student is expected to:  (B) demonstrate basic writing skills through assigned tasks;  (C) compose positive, negative, and persuasive messages; and  (E) produce a business report containing text and graphics.  (9) The student understands how to collect and use information in procedural texts and documents. The student is expected to:  (C) evaluate the structures of text for the effectiveness of their graphic representations. | |
| **Unit 4: Business Report Presentation**  Students will present their completed telecommunications business reports orally as reports and/or as proposals in simulated business/workplace situations. As presentations are being made, students will display active listening, write summaries of one or more presentations, and give oral feedback on the presenters nonverbal forms of communication as presentations are completed. Students will practice professionalism and various business interviewing techniques by asking appropriate questions, discussing communication problems in different business environments, and identifying ways to improve communication and communication skills. | 15 periods  675 minutes | (5) The student illustrates proficiency in interpersonal communication. The student is expected to:  (A) develop professional vocabulary skills;  (B) execute effective oral presentations;  (C) deliver an effective business presentation such as sales, reports, and proposals;  (D) apply effective communication techniques when using the telephone and different forms of technology;  (E) demonstrate the ability to listen by writing summaries of presentations and oral conversations;  (F) display active listening through oral feedback;  (G) follow oral and written directions;  (H) demonstrate the ability to give oral instructions for completing a simple task; and  (I) apply proper business interviewing techniques in various situations such as one-on-one, group, and committee interviews.  (6) The student develops communication skills necessary to address a changing business environment. The student is expected to:  (E) interpret nonverbal communication in various activities;  (F) illustrate the impact of nonverbal communication on the total communication process;  (G) identify ways to improve communication in organizations; and  (H) discuss potential communication problems in multicultural business environments. | |
| **Unit 5: Business Letters and Memos**  Student teams and/or individuals will compose business letters and/or memos to other student teams and/or individuals containing positive, negative, and/or persuasive messages regarding communication techniques, appropriate channels for transmitting messages, ethical and legal implications of messages, or other student-selected or instructor assigned course topic. Teams will review the business letters and memos for correct formatting, language, organization, understandability, and/or other agreed upon criteria, and provide constructive feedback for improvement. | 15 periods  675 minutes | (2) The student prepares for effective communication skills. The student is expected to:  (A) organize ideas logically and sequentially;  (E) employ precise language to communicate ideas clearly and concisely; and  (F) organize ideas in writing in a coherent, logical progression.  (7) The student produces business documents using current and emerging technology. The student is expected to:  (A) format business documents;  (B) demonstrate basic writing skills through assigned tasks;  (C) compose positive, negative, and persuasive messages; and  (D) compose business letters and memos using the appropriate organizational strategies.  (9) The student understands how to collect and use information in procedural texts and documents. The student is expected to:  (A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and  (B) evaluate the structures of text such as format or headers for their clarity and organizational coherence.  (18) The student works productively with others in teams. The student is expected to offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria. | |
| **Unit 6: Business Newsletters**  Students will use a variety of strategies to select appropriate topics for a business-style newsletter and plan first drafts. After students have self-edited one or more drafts, peer teams will review subsequent drafts of the business newsletters for consistency, correct formatting, grammar, mechanics, spelling, organization, understandability, and/or other agreed upon criteria, and provide constructive feedback for subsequent improvement and revisions. | 15 periods  675 minutes | (7) The student produces business documents using current and emerging technology. The student is expected to:  (A) format business documents;  (B) demonstrate basic writing skills through assigned tasks;  (C) compose positive, negative, and persuasive messages; and  (F) develop a business newsletter.  (11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to:  (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences; determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, or interviews; and developing a thesis or controlling idea;  (B) structure ideas in persuasive ways such as using outlines, note taking, graphic organizers, or lists to develop drafts in timed and open-ended situations;  (C) revise drafts to clarify meaning, consistency of tone, and logical organization;  (D) edit drafts for grammar, mechanics, and spelling; and  (E) revise a final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  (18) The student works productively with others in teams. The student is expected to offer ideas or judgments that are purposeful in moving the team toward goals, ask relevant and insightful questions, tolerate a range of positions and ambiguity in decision making, and evaluate the work of the group based on agreed-upon criteria. | |
| **Unit 7: Analytical Essay**  Students will write an analytical essay with correctly documented sources after participating in classroom activities and discussions that define the topic, writing and grading criteria, and other requirements. Students will use academic language appropriately when orally presenting their completed analytical essays to peers.. | 20 periods  900 minutes | (12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:  (A) write an analytical essay of sufficient length that includes effective introductory, concluding, and supporting paragraphs that incorporate relevant perspectives and evidence.  13) The student understands the function of and uses the conventions of academic language when speaking and writing. The student continues to apply the knowledge and skills in paragraphs (2)-(12) with greater complexity. The student is expected to:  (A) understand and use adjectival, noun, or adverbial clauses and phrases; and  (B) use a variety of correctly structured sentences such as compound, complex, or compound-complex.  (14) The student writes legibly and uses appropriate capitalization and punctuation conventions in compositions. The student is expected to correctly and consistently use conventions of punctuation and capitalization.  (15) The student spells correctly. The student is expected to spell correctly, including using various resources to determine and check correct spellings.  (16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:  (A) synthesize research into an extended written or oral presentation;  (B) provide an analysis that supports and develops personal opinions, as opposed to simply restating existing information;  (C) use a variety of formats and rhetorical strategies to argue for the thesis;  (D) develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;  (E) document sources and format written materials using a style manual such as *Modern Language Association*; and  (F) produce a document of sufficient length and complexity to address the topic. | |
| **Unit 8: Resumes, Proposals, and College Applications**  Students will write resumes, proposals, and/or college application essays as appropriate and/or as assigned. Requirements and grading criteria will be discussed and exemplary examples of each type of writing will be examined. Students’ final drafts will have been edited and correctly revised to meet all criteria and appropriate for the intended audience. | 20 periods  900 minutes | (12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:  (B) write procedural and work-related documents such as resumes, proposals, college applications, or operation manuals that include a clearly stated purpose combined with a well-supported viewpoint on the topic; appropriate formatting structures such as headings, graphics, or white space; and accurate technical information.  13) The student understands the function of and uses the conventions of academic language when speaking and writing. The student continues to apply the knowledge and skills in paragraphs (2)-(12) with greater complexity. The student is expected to:  (A) understand and use adjectival, noun, or adverbial clauses and phrases; and  (B) use a variety of correctly structured sentences such as compound, complex, or compound-complex.  (14) The student writes legibly and uses appropriate capitalization and punctuation conventions in compositions. The student is expected to correctly and consistently use conventions of punctuation and capitalization.  (15) The student spells correctly. The student is expected to spell correctly, including using various resources to determine and check correct spellings.  (16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:  (F) produce a document of sufficient length and complexity to address the topic. | |
| **Enter Unit 9: Operations Manuals**  Students will write an operations manual for an actual or simulated workplace after participating in classroom activities in which research strategies, assignment requirements, and grading criteria are discussed, and examples of actual operations manuals are examined and analyzed. Students’ final drafts will have been edited and correctly revised to meet all criteria and appropriate for the intended audience. | 20 periods  900 minutes | (12) The student writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. The student is expected to:  (B) write procedural and work-related documents such as resumes, proposals, college applications, or operation manuals that include a clearly stated purpose combined with a well-supported viewpoint on the topic; appropriate formatting structures such as headings, graphics, or white space; and accurate technical information.  13) The student understands the function of and uses the conventions of academic language when speaking and writing. The student continues to apply the knowledge and skills in paragraphs (2)-(12) with greater complexity. The student is expected to:  (A) understand and use adjectival, noun, or adverbial clauses and phrases; and  (B) use a variety of correctly structured sentences such as compound, complex, or compound-complex.  (14) The student writes legibly and uses appropriate capitalization and punctuation conventions in compositions. The student is expected to correctly and consistently use conventions of punctuation and capitalization.  (15) The student spells correctly. The student is expected to spell correctly, including using various resources to determine and check correct spellings.  (16) The student organizes and presents ideas and information according to the purpose of the research and the audience. The student is expected to:  (A) synthesize research into an extended written or oral presentation; and  (F) produce a document of sufficient length and complexity to address the topic. | |
| **Unit 10: Professional Electronic Portfolio Project**  Students will successfully prepare professional electronic portfolios. Requirements and grading criteria will be discussed and exemplary examples of electronic portfolios and their contents will be presented and examined. Students’ final projects will have been edited and correctly revised to meet all criteria, and will be suitable for presentation to an interested stakeholder and/or potential employer. | 25 periods  1125 minutes | (8) The student documents technical knowledge and skills. The student is expected to:  (A) prepare a professional electronic portfolio that includes information such as:  (i) attainment of technical skill competencies;  (ii) recognitions, awards, and scholarships;  (iii) extended learning experiences such as community service and active participation in career and technical student organizations;  (iv) sample letter of application;  (v) resume;  (vi) samples of work; and  (vii) teacher recommendations; and  (B) present the portfolio to interested stakeholders. | |