

Pacing Guide Course Outline
Office Procedures

Term II

Grade: 10

Pacing Guide Week #	Topic	Objectives	Integration Strategy	Resources
1-3	Business Communication Skills	i. Define Communication. ii. Examine the need for clear communication in the business environment. iii. Identify the essential elements of communication. iv. Differentiate between the internal and external ways to communicate.	<p><u><i>Objective i</i></u></p> <p>"What is Communication?" Junkanoo Team Brainstorm Activity</p> <ul style="list-style-type: none"> • Scenario: A Junkanoo group preparing for a parade must define how members exchange ideas during costume design, music rehearsal, and logistics planning. • Activity Steps: <ol style="list-style-type: none"> 1. Students discuss and define communication within the context of Junkanoo preparations. 2. Create a shared definition, focusing on transmitting and receiving messages effectively. 3. Present their definition in a group discussion. <p><u><i>Objective ii</i></u></p> <p>Junkanoo Miscommunication Role Play</p> <ul style="list-style-type: none"> • Scenario: Team members receive unclear instructions about parade lineup or costume designs, resulting in delays and errors. • Activity Steps: <ol style="list-style-type: none"> 1. Students act out scenarios where unclear communication causes issues. 2. Discuss the outcomes and how clear communication could resolve these issues. 3. Relate the exercise to broader business environments. 	<p><u><i>Objective i</i></u></p> <ul style="list-style-type: none"> • Large chart paper for brainstorming. • Examples of Junkanoo communication scenarios. <p><u><i>Objective ii</i></u></p> <ul style="list-style-type: none"> • Scripts for role-playing unclear communication. • Discussion guide highlighting the impact of miscommunication.

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1-3	Business Communication Skills	iii. Identify the essential elements of communication. iv. Differentiate between the internal and external ways to communicate.	<p><u>Objective iii.</u></p> <p>Junkanoo Communication Map Creation</p> <ul style="list-style-type: none"> • Scenario: A Junkanoo group needs to streamline communication among its departments (Costume Design, Music, Logistics). • Activity Steps: <ol style="list-style-type: none"> 1. Students map out the essential elements of communication (sender, message, medium, receiver, feedback) for a Junkanoo parade task. 2. Present the map and explain the flow of communication. <p><u>Objective iv</u></p> <p>Internal vs. External Communication Simulation</p> <ul style="list-style-type: none"> • Scenario: <ul style="list-style-type: none"> ✓ Internal: Communication between team leaders and members during costume creation. ✓ External: Interaction with sponsors and media for parade promotions. • Activity Steps: <ol style="list-style-type: none"> 1. Students classify communication examples as internal or external. 2. Discuss the differences in purpose, tone, and medium for each. 	<p><u>Objective iii</u></p> <ul style="list-style-type: none"> • Communication map template. • Example task (e.g., organizing practice schedules). <p><u>Objective iv</u></p> <ul style="list-style-type: none"> • Pre-prepared scenarios. • Internal and external communication checklist.

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1-3	Business Communication Skills	v. Discuss types of communication in the workplace (verbal, non-verbal, visual, written). vi. Identify factors that govern the choice of communication ways to communicate.	<p><u>Objective v</u></p> <p>Junkanoo Communication Style Workshop</p> <ul style="list-style-type: none"> • Scenario: A Junkanoo group uses different communication types for various tasks, such as verbal instructions during a meeting or visual aids for costume designs. • Activity Steps: <ol style="list-style-type: none"> 1. Students simulate Junkanoo activities using each type of communication (e.g., verbal for team instructions, visual for costume sketches). 2. Discuss how each style is suited to specific tasks. <p><u>Objective iv</u></p> <p>Junkanoo Communication Choice Analysis</p> <ul style="list-style-type: none"> • Scenario: The group needs to decide on the best way to announce a last-minute change in parade time to team members and sponsors. • Activity Steps: <ol style="list-style-type: none"> 1. Students analyze factors such as urgency, audience, cost, and medium availability. 2. Recommend communication methods for each stakeholder. 3. Present and justify their decisions. 	<p><u>Objective v</u></p> <ul style="list-style-type: none"> • Examples of verbal, non-verbal, visual, and written communication. • Junkanoo-related communication scenarios. <p><u>Objective iv</u></p> <ul style="list-style-type: none"> • Decision-making matrix template. • Realistic parade communication challenges.

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4	Business Communication Skills <ul style="list-style-type: none"> • Foundations of Communication Reading and Writing 	i. Explain how having an extensive vocabulary can facilitate better reading comprehension ii. Explain the importance of obtaining a specialized vocabulary for the industry in which you are employed.	<p><u>Objective i</u></p> <p>Junkanoo Vocabulary Building Exercise</p> <ul style="list-style-type: none"> • Scenario: Members of a Junkanoo group must understand written instructions on costume design, drum rhythms, or parade rules. • Activity Steps: <ol style="list-style-type: none"> 1. Students review a passage describing Junkanoo history, costumes, or music. 2. Highlight unfamiliar words and use context clues or dictionaries to define them. 3. Discuss how understanding these words aids in comprehending the full passage. <p><u>Objective ii</u></p> <p>Junkanoo Industry Jargon Workshop</p> <ul style="list-style-type: none"> • Scenario: A costume designer and drummer in a Junkanoo group must use industry-specific terms to communicate effectively. • Activity Steps: <ol style="list-style-type: none"> 1. Create a glossary of specialized terms related to Junkanoo costumes, choreography, and instruments. 2. Discuss how understanding these terms ensures clear communication within the team. 3. Role-play a scenario where students explain concepts using this specialized vocabulary. 	<p><u>Objective i</u></p> <ul style="list-style-type: none"> • Junkanoo-themed reading passages. • Word lists with definitions and usage examples. <p><u>Objective ii</u></p> <ul style="list-style-type: none"> • Junkanoo terminology guides. • Real-life examples of Junkanoo communications (e.g., costume design instructions).

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4	Business Communication Skills <ul style="list-style-type: none"> • Foundations of Communication Reading and Writing 	iii. Examine techniques to improve reading comprehension. v. Differentiate types of reading for various industries.	<p><u>Objective iii</u></p> <p>Junkanoo Reading Practice Session</p> <ul style="list-style-type: none"> • Scenario: A Junkanoo group reviews sponsorship contracts or logistics documents for an upcoming parade. • Activity Steps: <ol style="list-style-type: none"> 1. Teach techniques like skimming, scanning, summarizing, and questioning. 2. Provide a short Junkanoo-related text (e.g., parade route instructions) and guide students through applying these techniques. 3. Evaluate comprehension through Q&A sessions. <p><u>Objective iv</u></p> <p>Junkanoo Industry Reading Styles Analysis</p> <ul style="list-style-type: none"> • Scenario: Compare reading needs of different Junkanoo roles (e.g., reading technical manuals for drumming vs. sponsorship agreements for marketing). • Activity Steps: <ol style="list-style-type: none"> 1. Group students by industry roles (e.g., costume designer, musician, logistics coordinator). 2. Assign role-specific reading tasks, such as interpreting a drumbeat notation or analyzing a sponsorship letter. 3. Discuss how reading styles differ (e.g., detail-oriented for contracts vs. creative for designs). 	<p><u>Objective iii</u></p> <ul style="list-style-type: none"> • Junkanoo-related reading material. • Worksheets for practicing comprehension techniques. <p><u>Objective iv</u></p> <ul style="list-style-type: none"> • Examples of role-specific documents in Junkanoo. • Charts differentiating reading styles by purpose.

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1-4	<ul style="list-style-type: none"> • Business Meetings 	<ol style="list-style-type: none"> i. Explain why business hold meetings. ii. Differentiate between types of business meeting. iii. Identify and describe the steps needed to prepare for a business meeting. iv. Describe the principal officers of meetings. v. Define the term agenda. vi. Discuss items that may appear on an agenda vii. Describe rules and procedures for a meeting. viii. Define the term minutes. ix. Discuss the importance of minute taking. <ol style="list-style-type: none"> x. Identify the items that should appear on minutes. xi. Compare and contrast the types of voting. xii. Define the term group dynamics. xiii. Discuss the components of group dynamics. xiv. Explain the steps needed to encourage group participation. xv. Recognize the rules to observe during brainstorming. xvi. Define the term teleconference. xvii. Describe the types of teleconferences. xviii. Describe preparation needed for a teleconference. xix. Plan business meetings xx. Prepare documents related to business meetings 	<p>Use the context of planning a Junkanoo parade as the framework for applying business meeting principles. This scenario allows students to actively engage with the objectives while understanding their relevance to a real-world event.</p> <p>Implementation Steps</p> <ol style="list-style-type: none"> 1. Scenario Setup: <ul style="list-style-type: none"> ✓ Students are divided into teams representing different Junkanoo parade committees, such as costume design, music coordination, sponsorship, and logistics. 2. Planning Meetings: <ul style="list-style-type: none"> ✓ Each team conducts a series of meetings to plan their responsibilities for the parade. ✓ Teams prepare agendas, take minutes, and implement group dynamics principles during brainstorming sessions 	<ol style="list-style-type: none"> 1. Templates and Tools: <ul style="list-style-type: none"> ✓ Agenda and minutes templates. ✓ Voting ballot examples. ✓ Teleconference planning checklist. 2. Guest Speaker: <ul style="list-style-type: none"> ✓ Invite a Junkanoo group leader to discuss the importance of meetings and collaboration in organizing the event. 3. Multimedia Resources: <ul style="list-style-type: none"> ✓ Video clips showcasing Junkanoo planning meetings. ✓ Examples of past Junkanoo committee reports and presentations. 4. Interactive Tools: <ul style="list-style-type: none"> ✓ Use digital collaboration platforms (e.g., Google Meet, Zoom) for teleconference simulations.

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1-4	<ul style="list-style-type: none"> • Business Meetings 	<ol style="list-style-type: none"> i. Explain why business hold meetings. ii. Differentiate between types of business meeting. iii. Identify and describe the steps needed to prepare for a business meeting. iv. Describe the principal officers of meetings. v. Define the term agenda. vi. Discuss items that may appear on an agenda vii. Describe rules and procedures for a meeting. viii. Define the term minutes. ix. Discuss the importance of minute taking. x. Identify the items that should appear on minutes. xi. Compare and contrast the types of voting. xii. Define the term group dynamics. xiii. Discuss the components of group dynamics. xiv. Explain the steps needed to encourage group participation. xv. Recognize the rules to observe during brainstorming. xvi. Define the term teleconference. xvii. Describe the types of teleconferences. xviii. Describe preparation needed for a teleconference. xix. Plan business meetings xx. Prepare documents related to business meetings 	<ol style="list-style-type: none"> 1. Why Businesses Hold Meetings: <ul style="list-style-type: none"> • Explain that meetings in this context ensure coordination and effective execution of tasks for the Junkanoo parade. 2. Types of Meetings: <ul style="list-style-type: none"> • Differentiate between committee meetings, general team meetings, and executive planning sessions for the Junkanoo event. 3. Steps to Prepare for a Meeting: <ul style="list-style-type: none"> • Assign each team to create an agenda, confirm participants, and prepare necessary documents for their Junkanoo committee meetings. 4. Principal Officers of Meetings: <ul style="list-style-type: none"> • Assign roles such as Chairperson (team lead), Secretary (minute taker), and Treasurer (budget manager) within each committee. 5. Agenda and Minutes: <ul style="list-style-type: none"> • Have students draft an agenda for their meetings (e.g., costume budget allocation, parade route logistics). • Emphasize the importance of accurate minutes to record decisions, responsibilities, and follow-up actions. 6. Group Dynamics and Participation: <ul style="list-style-type: none"> • Use brainstorming sessions to generate ideas for parade themes, encouraging active participation from all team members while following brainstorming rules. 7. Teleconferences: <ul style="list-style-type: none"> • Simulate a teleconference where teams coordinate with external stakeholders like sponsors or city officials. Prepare and execute teleconference protocols. 8. Types of Voting: <ul style="list-style-type: none"> • Use voting methods (e.g., show of hands, secret ballot) to decide on key issues, such as the Junkanoo theme or costume colors. 9. Documents Preparation: <ul style="list-style-type: none"> • Prepare mock documents, including agendas, budgets, meeting invitations, and summary reports, related to the Junkanoo planning process. 	<p>Templates and Tools:</p> <ul style="list-style-type: none"> ✓ Agenda and minutes templates. ✓ Voting ballot examples. ✓ Teleconference planning checklist. <p>Guest Speaker:</p> <ul style="list-style-type: none"> ✓ Invite a Junkanoo group leader to discuss the importance of meetings and collaboration in organizing the event. <p>Multimedia Resources:</p> <ul style="list-style-type: none"> ✓ Video clips showcasing Junkanoo planning meetings. ✓ Examples of past Junkanoo committee reports and presentations. <p>Interactive Tools:</p> <ul style="list-style-type: none"> ✓ Use digital collaboration platforms (e.g., Google Meet, Zoom) for teleconference simulations.

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1-2	Human Resources	<ul style="list-style-type: none"> i. Discuss job benefits. ii. Distinguish between different types of work schedules. iii. Discuss Employment Appraisal Documents. iv. Discuss the benefits of improving skill set. v. Distinguish between being fired and being made redundant. 	<p><u>Objective i</u></p> <p>Junkanoo Vocabulary Building Exercise</p> <ul style="list-style-type: none"> • Scenario: Members of a Junkanoo group must understand written instructions on costume design, drum rhythms, or parade rules. • Activity Steps: <ol style="list-style-type: none"> 1. Students review a passage describing Junkanoo history, costumes, or music. 2. Highlight unfamiliar words and use context clues or dictionaries to define them. 3. Discuss how understanding these words aids in comprehending the full passage. <p><u>Objective ii</u></p> <p>Junkanoo Industry Jargon Workshop</p> <ul style="list-style-type: none"> • Scenario: A costume designer and drummer in a Junkanoo group must use industry-specific terms to communicate effectively. • Activity Steps: <ol style="list-style-type: none"> 1. Create a glossary of specialized terms related to Junkanoo costumes, choreography, and instruments. 2. Discuss how understanding these terms ensures clear communication within the team. 3. Role-play a scenario where students explain concepts using this specialized vocabulary. 	<p><u>Objective i</u></p> <ul style="list-style-type: none"> • Junkanoo-themed reading passages. • Word lists with definitions and usage examples. <p><u>Objective ii</u></p> <ul style="list-style-type: none"> • Junkanoo terminology guides. • Real-life examples of Junkanoo communications (e.g., costume design instructions).

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1-2	Human Resources	iii. Discuss Employment Appraisal Documents. iv. Discuss the benefits of improving skill set.	<p><u>Objective iii</u></p> <p>Junkanoo Reading Practice Session</p> <ul style="list-style-type: none"> • Scenario: A Junkanoo group reviews sponsorship contracts or logistics documents for an upcoming parade. • Activity Steps: <ol style="list-style-type: none"> 1. Teach techniques like skimming, scanning, summarizing, and questioning. 2. Provide a short Junkanoo-related text (e.g., parade route instructions) and guide students through applying these techniques. 3. Evaluate comprehension through Q&A sessions. <p><u>Objective iv</u></p> <p>Junkanoo Industry Reading Styles Analysis</p> <ul style="list-style-type: none"> • Scenario: Compare reading needs of different Junkanoo roles (e.g., reading technical manuals for drumming vs. sponsorship agreements for marketing). • Activity Steps: <ol style="list-style-type: none"> 1. Group students by industry roles (e.g., costume designer, musician, logistics coordinator). 2. Assign role-specific reading tasks, such as interpreting a drumbeat notation or analyzing a sponsorship letter. 3. Discuss how reading styles differ (e.g., detail-oriented for contracts vs. creative for designs). 	<p><u>Objective iii</u></p> <ul style="list-style-type: none"> • Junkanoo-related reading material. • Worksheets for practicing comprehension techniques. <p><u>Objective iv</u></p> <ul style="list-style-type: none"> • Examples of role-specific documents in Junkanoo. • Charts differentiating reading styles by purpose.

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3-4	Human Resources	i. Discuss relevant Bahamian Labor and Employment laws (Employment Act, Minimum Wages Act, Industrial Relations Act, Health and Safety at Work Act, National Insurance Act). ii. Distinguish between basic forms of Intellectual property (copyrights, patents, trademarks).	<p><u>Objective i</u></p> <p>Use Junkanoo group leaders and members to discuss how labor laws protect workers involved in the preparation, design, and execution of Junkanoo parades. This can include adhering to the Employment Act, ensuring fair wages, and complying with the National Insurance Act for members involved in paid work.</p> <ul style="list-style-type: none"> Activity: Discuss how Junkanoo groups must ensure compliance with the Minimum Wages Act when hiring workers for costume-making or event coordination. Additionally, examine the Health and Safety at Work Act in relation to safety during parades and rehearsals. <p><u>Objective ii</u></p> <p>Educate Junkanoo group members about protecting their creative works, such as costume designs, music, or choreography, under copyright and trademarks. Discuss the potential use of patents if any group develops innovative design techniques.</p> <ul style="list-style-type: none"> Activity: Create mock scenarios where Junkanoo groups develop original designs or music and discuss how these creations can be copyrighted or trademarked. 	<p><u>Objective i</u></p> <ul style="list-style-type: none"> Bahamian government websites for labor laws, case studies of local Junkanoo groups adhering to employment regulations.. <p><u>Objective ii</u></p> <p>Resources on intellectual property rights, examples of trademarked Junkanoo-related items, interviews with local artists or creators who have protected their works.</p>

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3-4	Human Resources	iii. Explain the fair use doctrine in relation to copyrights. vi. Explain the Work for Hire Rule in relation to employee created work products.	<p><u>Objective iii</u></p> <p>Explain how the fair use doctrine allows certain uses of copyrighted materials, such as using traditional music or dance elements in new Junkanoo creations without violating copyright laws.</p> <ul style="list-style-type: none"> • Activity: Analyze the potential for fair use when creating new Junkanoo music, costumes, or performances using existing materials. Discuss how the fair use doctrine might apply to educational or non-profit performances. <p><u>Objective vi</u></p> <p>Discuss the Work for Hire Rule in the context of Junkanoo group members who create work products (costumes, music, choreography) as part of their employment or participation in the group. The group needs to ensure proper documentation regarding who owns the rights to these works.</p> <ul style="list-style-type: none"> • Activity: Explore how Junkanoo groups can use work-for-hire agreements when hiring designers or musicians to create original works for the parade. This ensures the group retains rights to those works. 	<p><u>Objective iii</u></p> <p>Articles on fair use in music, examples of similar uses in the arts and entertainment industry, case studies where fair use has been applied in the creative industry.</p> <p><u>Objective vi</u></p> <p>Templates for work-for-hire contracts, interviews with intellectual property lawyers, examples of how Junkanoo groups could apply these contracts.</p>