

JA Business Communications

Session Descriptions	Student Objectives	Academic Standards: Technical Business Communications	Literacy : History/Social Studies
Theme 1: Interpersonal Communication Skills			
<p>Project: Business Presentations</p> <p>Students will conduct research and develop and deliver a presentation about workplace productivity. In this session, students will choose a topic and purpose for the presentation and begin conducting research.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Establish a clear purpose for a business presentation Identify audience expectations and needs related to a presentation topic. Evaluate credibility of sources and identify information to support the presentation’s purpose. 	<p>TBC-1.2 Understand the importance of technical/business communication in the workplace</p> <p>TBC-1.3 Introduce concepts of situation, purpose, and audience</p> <p>TBC-3.11 Analyze and synthesize information from print and electronic sources to create a group project or product</p>	<p>9-10.LH.1.1: Read and comprehend history/social studies texts</p> <p>9-10.LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.</p> <p>Create engaging presentations that make strategic and</p>
<p>1.1 Communication and Professionalism</p> <p>Students learn about communication strategies and the consequences of poor communication in the workplace. They also learn how communication skills affect a person's perceived professionalism.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe the consequences of poor communication in the workplace. Explain how using effective communication skills can affect the perception of professionalism. Identify and use the best communication strategy 	<p>TBC-1.4 Understand that workplace communication is always situational (that it always has a reason or is a response) and is always part of a complex communication network.</p>	
<p>1.2 Active Listening</p> <p>Students learn about the levels of listening and effective listening strategies. Students complete a listening skills self-assessment and make recommendations to improve listening skills in the workplace.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain effective listening techniques. Analyze workplace situations and make recommendations for improving listening. Self-assess listening skills and identify strategies for improvement. 	<p>TBC-6.1 Analyze the situation, purpose, and audience of an oral message</p> <p>TBC-6.2 Listen discriminately in order to separate verifiable information from opinion</p> <p>TBC-6.3 Critique media and oral presentations analytically and critically</p> <p>TBC-6.4 Assess and respond to a speaker’s nonverbal</p>	<p>Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>

Indiana Correlations/ JA Business Communications

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<p>1.3 Polished Presentation</p> <p>Students learn about the components of a presentation and how to deliver an effective one. They also learn how to organize information in a logical manner. Students create a persuasive presentation, which they deliver to the class.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Recognize effective presentation techniques. • Determine the appropriate information and a logical sequence for sharing it in workplace presentations. • Create and deliver an appropriate presentation for a workplace situation. 	<p>TBC-5.1 Analyze the situation, purpose, and audience to guide the planning and presentation of oral communication</p> <p>TBC-5.2 Select language, visuals, and method of delivery appropriate to the situation</p> <p>TBC-5.6 Organize thoughts to reflect logical thinking before speaking</p> <p>TBC-5.8 Plan and present short presentations individually and as a member of a group</p>	<p>Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.</p> <p>Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance audience understanding of findings, reasoning, and evidence.</p>
<p>1.4 Meeting Management</p> <p>Students learn steps they can take to facilitate an effective meeting. They compare face-to-face and virtual meetings and when each might be used. Students also learn about virtual meeting tools.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify and use effective strategies for facilitating meetings. • Compare the differences between face-to-face and virtual meetings. • Evaluate virtual meeting tools and select the best one for a given situation. 	<p>TBC-5.4 Ask questions with confidence to elicit general and specific information</p> <p>TBC-5.5 Respond to questions directly and appropriately</p> <p>TBC-5.6 Organize thoughts to reflect logical thinking before speaking</p>	<p>Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.</p>

Indiana Correlations/ JA Business Communications

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Theme 2: Business Writing			
<p>Project: Business Writing</p> <p>Students will identify an employment opportunity that interests them and write a cover letter using persuasive writing techniques to convince the employer they should be hired. In this session, students will choose an employment opportunity and begin planning their writing.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze job requirements and identify accomplishments that match them. • Use persuasive strategies (credibility, logic, emotion) in writing. • Plan and draft a cover letter that follows conventions for structure, organization, and style for a formal business letter. 	<p>TBC-4.3 Design letters, memos, and reports that conform to workplace standards and conventions</p> <p>TBC-4.4 Demonstrate and understand effective layout, design, and typography</p> <p>TBC-4.5 Create technical/business documents and presentations that are informational, persuasive, and analytical</p> <p>TBC-4.6 Avoid biased language</p> <p>TBC-4.7 Revise and edit documents to improve content and effectiveness</p> <p>TBC-8.1 Research the job market and specific potential employers using personal and electronic networks</p> <p>TBC-8.2 Write a formal application letter...</p>	<p>9-10.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences</p> <p>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. • Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</p>
<p>2.1 Writing a Clear Message</p> <p>Students learn how to evaluate their audience and clarify the purpose of their message. Students identify the difference between clear and unclear messages. They also use technology to create clear messages.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe how an effective message addresses the needs of the audience and the purpose of the message. • Differentiate between clear and unclear written messages. • Use different technological tools to compose clear, succinct, and accurate messages. 	<p>TBC-3.1 Identify and analyze the situation, purpose, and audience when reading print and online material</p> <p>TBC-3.2 Apply reading skills to gather information from print and online material</p> <p>TBC-4.1 Analyze the situation, purpose, and audience to guide the planning, writing, and revising of written material</p> <p>TBC-4.2 Develop and use a writing process appropriate to the situation</p>	<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>

Indiana Correlations/ JA Business Communications

<p>2.2 Writing Persuasive Messages</p> <p>Students learn about creating persuasive messages. They create and use credibility, logic, and emotion to persuade an audience. Students also use social proof to strengthen the persuasiveness of a message.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe how an effective message addresses the needs of the audience and the purpose of the message. • Differentiate between clear and unclear written messages. • Use different technological tools to compose clear, succinct, and accurate messages. 	<p>TBC-2.1 Locate print and online information to aid in decision making and strengthening arguments</p> <p>TBC-2.2 Determine authority and validity of sources/resources</p> <p>TBC-3.7 Discuss print and online persuasive information and its impact on decision making</p> <p>TBC-7.2 Operate electronic message technologies to include facsimile machines, voice mail, conference calls, pagers, and e-mail</p> <p>TBC-7.2 Operate electronic message technologies to include facsimile machines, voice mail, conference calls, pagers, and e-mail</p>	<p>Write arguments in a variety of forms that:</p> <ul style="list-style-type: none"> • Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <p>Use rhetorical strategies to enhance the effectiveness of the claim</p> <ul style="list-style-type: none"> • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. • Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented.
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Indiana Correlations/ JA Business Communications

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<p>2.3 Writing to Inform</p> <p>Students learn about common types of business correspondence and when to use each. They also learn how to use appropriate language in business correspondence.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe types of business correspondence used to share information internally and externally. • Use appropriate language for business correspondence. • Analyze the purpose and audience for a message and write an informative letter, memo, or email to share the information. 	<p>TBC-7.1 Analyze the situation, purpose, and audience when using technology to communicate</p> <p>TBC-7.7 Apply the rules of electronic messaging etiquette</p> <p>TBC-7.8 Evaluate and select messages that may be addressed best by electronic media</p>	<p>Write informative compositions on a variety of topics that–</p> <ul style="list-style-type: none"> • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions • Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. • Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. • Establish and maintain a style appropriate to the purpose and audience. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Indiana Correlations/ JA Business Communications

<p>2.4 Writing for the Internet</p> <p>Students learn about different ways that businesses can communicate online, including using websites and social media. Students draft an online message to launch or promote a business of their choosing.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the best online platform for a variety of business communications. • Describe the advantages and disadvantages of using online platforms for communicating a business message. • Effectively use online platforms for a variety of business communications. 	<p>TBC-7.3 Use computer networks to facilitate collaborative or individual learning and communicating</p> <p>TBC-7.5 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware</p> <p>TBC-7.9 Incorporate the use of international electronic resources such as Internet in complex projects</p>	<p>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. • Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p>
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Theme 3: Organizational Communication			
<p>Project: Adjusting for Audience</p> <p>Students will develop a workplace policy and share information about it to employees, upper management, and a person outside of the company. In this session, students will choose a workplace and learn about several employee roles and the company culture. They will use this information to write a policy and develop a plan for sharing it.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze the organizational structure and culture of a workplace. • Write a clear policy statement for a chosen workplace. • Develop a plan to communicate a policy effectively to different audiences within the workplace. 	<p>TBC-1.3 Introduce concepts of situation, purpose, and audience</p> <p>TBC-1.4 Understand that workplace communication is always situational (that it always has a reason or is a response) and is always part of a complex communication network</p>	<p>9-10.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences</p>

Indiana Correlations/ JA Business Communications

<p>3.1 Communicating Within the Organization</p> <p>Students learn about communication within a business and how it changes as the business grows. Students explore different tools for communicating within a business and practice sharing information with people at different levels of the organization.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe how communication within a business changes as the organization grows. Identify appropriate tools for communicating within businesses of various sizes. Identify the most appropriate methods for communicating with people at different levels of an organization. 	<p>TBC-5.1 Analyze the situation, purpose, and audience to guide the planning and presentation of oral communication</p> <p>TBC-5.2 Select language, visuals, and method of delivery appropriate to the situation</p> <p>TBC-5.3 Use proper telephone techniques and etiquette</p> <p>TBC-5.4 Ask questions with confidence to elicit general and specific information</p> <p>TBC-5.5 Respond to questions directly and appropriately</p>	<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>
<p>3.2 Communicating Up the Organization</p> <p>Students learn about upward communication strategies and why they are important to a business. They learn about barriers that prevent effective communication. Students also identify techniques to facilitate effective upward communication.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Explain why upward communication is beneficial to a business. Describe barriers to upward communication in an organization. Identify methods for encouraging upward communication in an organization. 	<p>TBC-5.6 Organize thoughts to reflect logical thinking before speaking</p> <p>TBC-5.7 Identify regional and cultural differences in spoken communication; use oral language that is comprehensible to the audience</p>	<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>
<p>3.3 Communicating Down the Organization</p> <p>Students learn about downward communication and how to improve it within an organization. They also determine whether downward communication is effective and role-play downward communication skills.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Identify methods for improving downward communication within an organization. Interpret communication cues that demonstrate the effectiveness of downward communication. Demonstrate the skills used in effective downward 		<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>
<p>3.4 Communicating Across the Organization</p> <p>Students learn about horizontal and diagonal communication and the strategies they can use to improve these communication flows. They also learn about the organizational grapevine.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Define horizontal and diagonal communications. Identify strategies for improving horizontal and diagonal communications. Explain the advantages and disadvantages of the organizational grapevine. 	<p>TBC-5.8 Plan and present short presentations individually and as a member of a group</p>	<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>

Indiana Correlations/ JA Business Communications

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Theme 4: Communicating About Performance Expectations			
<p>Project: Communicating About Performance</p> <p>Students will assess their skills and abilities related to core competencies and share this information in a performance review and in a presentation. In this session, students will complete the written portion of their performance review.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Assess strengths and weaknesses related to core competencies. Summarize accomplishments that demonstrate skills and abilities related to core competencies. Develop goals to build skills and abilities needed to succeed in the workplace and in life. 	<p>TBC-5.5 Respond to questions directly and appropriately</p> <p>TBC-5.6 Organize thoughts to reflect logical thinking before speaking</p> <p>TBC-5.8 Plan and present short presentations individually and as a member of a group</p> <p>TBC-5.9 Interact effectively with people from varying international, cultural, ethnic, and racial backgrounds</p>	<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>
<p>4.1 Communicating About Performance and Expectations</p> <p>Students learn how to define and share information related to job performance effectively. They also practice applying this knowledge to a work-based scenario.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Define and clearly communicate employee performance expectations. Establish a plan for discussing employee performance expectations. Use strategies to discuss employee performance. 	<p>TBC-5.12 Deliver impromptu and planned speeches with confidence</p> <p>TBC-5.13 Advocate a specific cause</p> <p>TBC-5.14 Serve effectively as an interviewer or interviewee in public relations, civic, media, and community situations</p> <p>TBC-8.7 Understand employer expectations</p> <p>TBC-8.8 Identify employee expectations</p>	<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>
<p>4.2 Positive and Negative Feedback</p> <p>Students learn the difference between positive and negative feedback and how to give effective feedback. Students evaluate the effectiveness of feedback and use verbal communication techniques to deliver feedback effectively.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe characteristics of effective feedback. Identify ineffective feedback. Use effective communication techniques to give feedback. 	<p>TBC-5.12 Deliver impromptu and planned speeches with confidence</p> <p>TBC-5.13 Advocate a specific cause</p> <p>TBC-5.14 Serve effectively as an interviewer or interviewee in public relations, civic, media, and community situations</p>	<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>

Indiana Correlations/ JA Business Communications

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<p>4.3 Handling Criticism</p> <p>Students assess their ability to receive feedback. They also learn strategies for using feedback effectively, including how to use verbal and nonverbal communication skills to manage their response.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Assess ability to receive criticism. • Identify and apply strategies for using feedback constructively. • Use verbal and nonverbal communication skills to manage personal response to constructive criticism. 		<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>
<p>4.4 Documentation</p> <p>Students learn about the importance of business documentation. They identify the stakeholders who benefit from different kinds of documentation. Students also develop a policy and procedure document for a business.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Recognize documentation requirements for a business. • Develop a business document that communicates a policy, establishes an agreement, or meets a regulatory need. 		<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>
<p>Case Study: Communicating Successfully</p> <p>Students learn about the different aspects of a communication model and the importance of good communication in the workplace. They read scenarios about workplace communication, analyze the communication problems, and use the communication model to make recommendations for improvement</p>	<p>Students Will Learn How To:</p> <ul style="list-style-type: none"> • Communicate effectively by selecting the appropriate medium. • Make allowance for “noise” and interpretation in communication. • Include feedback in communication. • Read body language and nonverbal communication. • Avoid communication failures. 	<p>TBC-4.9 Analyze and respond to complex business case studies</p> <p>TBC-4.10 Research, analyze, and prepare collaboratively a written response to a complex business project</p>	<p>11-12.LH.1.2 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>

Indiana Correlations/ JA Business Communications

- TBC-2.3 Understand how statistics can be interpreted and manipulated
- TBC-2.4 Identify and assess common logical fallacies, such as over-generalization and distorted data
- TBC-2.5 Understand ethical issues involved in gathering, displaying, and interpreting data
- TBC-2.6 Identify content and design errors in visual displays of data such as tables, graphs, and charts
- TBC-2.7 Use research strategies to confirm accuracy of information in technical/business Communication
- TBC-3.3 Analyze the integrity of printed and online material
- TBC-3.4 Use context clues to recognize word meaning
- TBC-3.5 Select appropriate reading method for a particular situation (e.g., skimming, scanning, speed reading, and in-depth reading)
- TBC-3.6 Distinguish between literal and inferential statements
- TBC-3.8 Interpret technical/business correspondence, professional articles, and supporting graphic materials
- TBC-3.9 Interpret and use information from manuals, computer printouts, and electronic sources
- TBC-3.10 Explain career-specific terminology
- TBC-4.8 Prepare industry-specific technical reports that incorporate graphic aids
- TBC-5.10 Function as a team member to identify and solve several problems inherent in a capstone project
- TBC-5.11 Present findings of capstone projects in a formal presentation using appropriate graphics, media, and support materials
- TBC-6.6 Direct courteous attention to multiple speakers within a group to obtain key facts
- TBC-8.3 Develop an employment portfolio
- TBC-8.4 Demonstrate proper business and dining etiquette
- TBC-8.5 Complete employment application forms
- TBC-8.6 Demonstrate appropriate interviewing techniques