



Ohio Academic Standards Correlation

JA Business Communications

Session Descriptions	Student Objectives	CTE Arts and Communication Standards, Strand 1
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>1.2.1 Extract relevant, valid information from materials and cite sources of information.</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 for a specific audience. 	<p>1.1.5. Develop strategies for self-promotion in the hiring process.</p>

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<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>1.2.3 Identify and use verbal, nonverbal and active listening skills to communicate effectively.</p>
<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>1.2.2 Deliver formal and informal presentations. 1.2.5 Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose. 1.4.2. Select and use software applications to locate, record, analyze and present information</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>1.2.7 Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.</p>

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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>1.1.1 Identify the knowledge, skills and abilities necessary to succeed in careers.</p> <p>1.2.11. Write professional correspondence, documents, job applications and resumés.</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>1.2.6 Use proper grammar and expression in all aspects of communication.</p> <p>1.2.5. Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.</p> <p>1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications</p>
<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>1.2.11. Write professional correspondence, documents, job applications and resumés.</p>

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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>1.2.11. Write professional correspondence, documents, job applications and resumés.</p>
<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>1.4.7. Use personal information management and productivity applications to optimize assigned tasks (e.g., lists, calendars, address books).</p> <p>1.4.8. Use electronic media (e.g., social media) to communicate and follow network etiquette guidelines.</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>1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.</p> <p>1.2.13. Identify stakeholders and solicit their opinions.</p> <p>1.2.12. Use technical writing skills to complete forms and create reports.</p> <p>1.8.7. Collect information and feedback to help assess the organization’s strategic planning and policymaking processes.</p>
<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>1.3.3. Use ethical character traits consistent with workplace standards</p> <p>1.4.1. Use office equipment to communicate</p>

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<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>1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.</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 communication. 	<p>1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles.</p> <p>1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team</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>1.2.8. Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.</p>

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Theme 4: Communicating About Performance and 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. <p>Develop goals to build skills and abilities needed to succeed in the workplace and in life.</p>	<p>1.1.9 Give and receive constructive feedback to improve work habits.</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>1.1.8 Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism.</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>1.1.9 Give and receive constructive feedback to improve work habits.</p>

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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>1.1.9 Give and receive constructive feedback to improve work habits.</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>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</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. <p>Avoid communication failures.</p>	<p>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</p> <p>1.2.2 Deliver formal and informal presentations.</p> <p>1.2.5 Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose</p>