

Iowa Academic Standards Correlation

JA Business Communications

Session Descriptions	Student Objectives	Social Studies and Employability Standards	CTE Business, Finance, Marketing and Management
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>SS.9-12.1 Create compelling questions representing key ideas within the disciplines.</p> <p>SS.9-12.9 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</p> <p>21.9-12.ES.1 Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams)</p> <p>21.9-12.ES.1 Use appropriate technology to communicate.</p> <p>21.9-12.ES.1 Work independently or as a part of a team.</p>	<p>Communication Skills:</p> <p>2.1.1 Identify sources that provide relevant, valid written material.</p> <p>2.1.2 Extract relevant information from written materials.</p> <p>2.4 Record information to maintain and present a report of business activity.</p> <p>2.4.1 Utilize note-taking strategies.</p> <p>2.4.2 Organize 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>21.9-12.ES.1 Express thoughts and ideas clearly and succinctly.</p> <p>2.4.1 Utilize note-taking strategies.</p> <p>2.4.2 Organize information.</p>	<p>2.5.2 Select and utilize appropriate formats for professional writing.</p> <p>2.5.3 Edit and revise written work consistent with professional standards.</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>21.9–12.ES.1 Listen to understand and appreciate the points of view of others.</p> <p>21.9–12.ES.1 Listen for comprehension.</p> <p>21.9–12.ES.1 Listen for decision making.</p> <p>21.9–12.ES.2 Know when to listen and when to speak-up.</p>	<p>2.2 Demonstrate active listening skills to determine meaning of what is being said.</p> <p>2.2.3 Demonstrate active listening skills.</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>SS.9-12.9 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</p> <p>21.9–12.ES.1 Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams)</p> <p>21.9–12.ES.1 Use appropriate technology to communicate.</p> <p>21.9–12.ES.2 Engage in the tasks to accomplish goal.</p>	<p>2.4.3 Select and use appropriate graphic aids.</p> <p>9.3.10 Demonstrate basic presentation applications.</p>

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<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>21.9–12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9–12.ES.1.c Demonstrate respectful behavior to group member ideas and opinions.</p> <p>21.9–12.ES.1.e Lead or support when appropriate.</p> <p>21.9–12.ES.1.f Determine people’s strengths and assign roles accordingly.</p> <p>21.9–12.ES.1.g Contribute to a team by sharing information and expertise.</p> <p>21.9–12.ES.1.h Agree to disagree in a respectful manner in a group dynamic.</p> <p>21.9–12.ES.1.i Collaborate effectively with other teams/team members toward a common goal.</p> <p>21.9–12.ES.2 Facilitate and delegate responsibilities to best accomplish goal(s)</p>	<p>2.6 Demonstrate staff communication techniques and strategies to achieve workplace objectives.</p> <p>2.6.3 Demonstrative active participation in staff meetings.</p> <p>2.2.1 Explain communication techniques that support and encourage a speaker.</p> <p>2.3 Apply verbal skills to obtain and convey information.</p> <p>2.3.1 Explain the nature of effective verbal communications.</p> <p>2.3.6 Demonstrate communication styles appropriate to target audience.</p> <p>2.3.9 Participate in group discussions.</p>
<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>SS.9-12.2 Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p> <p>SS.9-12.6 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <p>SS.9-12.7 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p>2.5 Write internal and external business correspondence to convey and obtain information effectively.</p> <p>2.5.1 Explain the nature of effective written communications.</p> <p>2.5.2 Select and utilize appropriate formats for professional writing.</p>

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Theme 2: Business Writing			
<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>21.9–12.ES.1 Process information in order to make an informed decision.</p>	<p>2.6.1 Describe staff communication techniques. Performance Indicator</p> <p>2.6.2 Apply techniques to communicate effectively in the workplace.</p> <p>9.3 Utilize information-technology tools to manage and perform work responsibilities.</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 messages. 	<p>21.9–12.ES.1 Process information in order to make an informed decision.</p> <p>21.9–12.ES.1 Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams)</p>	<p>2.5.6 Write professional informational messages.</p> <p>9.3 Utilize information-technology tools to manage and perform work responsibilities.</p> <p>9.3.9 Demonstrate basic word processing skills.</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>21.9–12.ES.1 Process information in order to make an informed decision.</p>	<p>2.6.1 Describe staff communication techniques. Performance Indicator</p>

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<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>21.9–12.ES.1 Process information in order to make an informed decision.</p> <p>21.9–12.ES.1 Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams)</p>	<p>2.6.2 Apply techniques to communicate effectively in the workplace.</p>
<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>21.9–12.ES.1 Use appropriate channels of communication (written, verbal, technical, visual)</p>	<p>2.5.4 Write professional emails.</p> <p>2.5.5 Write professional business letters.</p> <p>2.5.6 Write professional informational messages.</p> <p>9.3 Utilize information-technology tools to manage and perform work responsibilities.</p> <p>9.3.9 Demonstrate basic word processing skills.</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>SS.9-12.9 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.</p> <p>Use appropriate channels of communication (written, verbal, technical, visual)</p>	<p>2.7 Utilize a variety of social media outlets to communicate with a business's stakeholders.</p> <p>9.3.5 Describe the scope of the Internet.</p> <p>9.1.1 Assess information needs.</p> <p>9.1.5 Apply information to accomplish a task.</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>21.9–12.ES.1 Carry out multiple tasks or projects. 21.9–12.ES.1 Continuously monitor the success of a project or task 21.9-12.ES.1 Identify ways to improve project or task. 21.9–12.ES.1 Consider multiple perspectives and represents a problem in more than one way. SS.9-12.9 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. 21.9–12.ES.4 Understand the task. 21.9–12.ES.4 Identify the depth and breadth of knowledge to be successful at a task. 21.9–12.ES.4 Identify and utilize appropriate measure of knowledge.</p>	<p>2.3.6 Demonstrate communication styles appropriate to target audience.</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>21.9–12.ES.1.b Effectively communicate with group and stakeholders. 21.9–12.ES.1.e Lead or support when appropriate. 21.9–12.ES.4 Identify partners and resources germane to the situation.</p>	<p>2.2.1 Explain communication techniques that support and encourage a speaker. 2.3.1 Explain the nature of effective verbal communications</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>21.9–12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9–12.ES.2 Approach conflict from win–win perspective.</p>	<p>2.2.1 Explain communication techniques that support and encourage a speaker.</p> <p>2.3.6 Demonstrate communication styles appropriate to target audience.</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>21.9–12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9–12.ES.1.c Demonstrate respectful behavior to group member ideas and opinions.</p>	<p>2.2.1 Explain communication techniques that support and encourage a speaker.</p> <p>2.3.6 Demonstrate communication styles appropriate to target audience.</p> <p>2.3.3 Interpret others' nonverbal cue.</p> <p>5.9 Demonstrate leadership skills to achieve workplace objectives.</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>21.9–12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9–12.ES.1.c Demonstrate respectful behavior to group member ideas and opinions.</p>	<p>2.2.1 Explain communication techniques that support and encourage a speaker.</p> <p>2.3.6 Demonstrate communication styles appropriate to target audience.</p> <p>5.10.1 Treat others with dignity and respect.</p> <p>5.10.2 Foster positive working 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. Develop goals to build skills and abilities needed to succeed in the workplace and in life. 	<p>SS.9-12.2 Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.</p> <p>21.9-12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9-12.ES.1.f Determine people’s strengths and assign roles accordingly.</p> <p>21.9-12.ES.1.g Contribute to a team by sharing information and expertise. 21.9-12.ES.2 Provide constructive feedback.</p> <p>21.9-12.ES.3 Communicate effectively.</p>	<p>5.2 Develop personal traits to foster career advancement.</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>21.9-12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9-12.ES.1.c Demonstrate respectful behavior to group member ideas and opinions.</p> <p>21.9-12.ES.1.g Contribute to a team by sharing information and expertise2</p> <p>1.9-12.ES.3 Communicate effectively.</p> <p>21.9-12.ES.3 Collaborate effectively.</p> <p>21.9-12.ES .4 Understand the task.</p>	<p>12.5 Utilize career-advancement activities to enhance professional development.</p>

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<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>21.9–12.ES.1.d Manage and resolve conflict when appropriate.</p> <p>21.9–12.ES.1.j Recognize own and other’s good efforts.</p> <p>21.9–12.ES.1 Accept and provide feedback in a constructive and considerate manner.</p> <p>21.9–12.ES.2 Learn from mistakes and accept feedback.</p> <p>21.9–12.ES.2 Positively support the work of others.</p> <p>21.9–12.ES.2 Provide constructive feedback.</p>	<p>5.4.3 Explain the use of feedback for personal growth.</p> <p>12.2.3 Demonstrate problem-solving skills.</p> <p>5.5 Identify with others' feelings, needs, and concerns to enhance interpersonal relations.</p>
<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>21.9–12.ES.1.d Manage and resolve conflict when appropriate.</p> <p>21.9–12.ES.1.h Agree to disagree in a respectful manner in a group dynamic.</p> <p>21.9–12.ES.1 Accept and provide feedback in a constructive and considerate manner.</p> <p>21.9–12.ES.3 Accept ownership for actions.</p>	<p>2.3 Apply verbal skills to obtain and convey information.</p> <p>5.4.3 Explain the use of feedback for personal growth.</p> <p>5.4 Exhibit techniques to manage emotional reactions to people and situations.</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>21.9–12.ES.2 Positively support the work of others.</p> <p>21.9–12.ES.3 Communicate effectively.</p> <p>21.9–12.ES.3 Collaborate effectively.</p>	<p>1.1.1 Describe ways to implement business laws and regulations.</p> <p>3.1 Foster positive relationships with [customers] to enhance company image.</p> <p>3.1.4 Reinforce service orientation through communication.</p> <p>3.1.7 Interpret business policies to customers/clients.</p>

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<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:</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>21.9–12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9–12.ES.2 Work independently or as a part of a team.</p> <p>21.9–12.ES.2 Positively support the work of others.</p>	<p>2.6 Demonstrate staff communication techniques and strategies to achieve workplace objectives.</p> <p>2.6.1 Describe staff communication techniques.</p> <p>2.6.2 Apply techniques to communicate effectively in the workplace.</p>

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<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>21.9–12.ES.1.b Effectively communicate with group and stakeholders.</p> <p>21.9–12.ES.2 Work independently or as a part of a team.</p> <p>21.9–12.ES.2 Positively support the work of others.</p>