PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Business Communication

Curriculum writing committee:

Kara Morelli

Grade Level: 9-12

Date of Board Approval: ___2023-2024___

Course Points: Business Communications

Chapter Tests	40%
Graded Assignments	30%
Quizzes	25%
Participation	5%
Total	100%

Curriculum Map

Overview:

This course is designed for any student interested in having a successful job interview, communicating with clients, being a class officer, learning parliamentary procedure, and improving public speaking skills. Students will learn to utilize oral and written expressions designed to inform, persuade, demonstrate, and interpret. Students will draft and rehearse business documents, speeches, give presentations, employ audio-visual aids, and respond to audience feedback. Likewise, students will identify the speaker's purpose and the structure of the message as they employ listening skills.

Time/Credit for the course: Half year course, 90 days, ½ credit, 1 period per day

Goals: <u>Marking Period 1: Workplace Communication and Public Speaking</u>   <u>45 days</u>
- Succeeding in the Social and Mobile Workplace
- Planning Business Messages (written and oral)
  - Organizing and Drafting Business Messages and the FBLA Format Guide
  - Revising Business Messages
  - Short Workplace Messages and Digital Media
  - Positive and Neutral Messages
- Professional vs. Unprofessional (behavior, dress, and appearance)
- Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings
- Planning and Presenting Speeches (Personal and Persuasive, Emerging Issues)
- Business Presentations/Informative Presentations/Speech, Introduction Speech, Ethics, Digital Video

<u>Marking Period 2: Workplace and Communication Skill Development</u>   <u>45 days</u>
- Informal Reports
- Proposals and Formal Reports
- The Job Search, Resumes, and Cover Letters
- Interviewing and Following Up
- Job Shadow
- Parliamentary Procedure

Big Ideas:
Communication: Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience.

Textbook and Supplemental Resources:
Primary Textbook(s) Used for this Course of Instruction
Name of Textbook: Essentials of Business Communication 11e
Textbook ISBN #: 978-1-337-38649-4
Textbook Publisher &Year of Publication: Cengage, 2019
Curriculum Textbook is utilized in (title of course): Business Communications

Secondary Textbook(s) Used for this Course of Instruction
Name of Textbook: Speech
Textbook ISBN #: 978-0-07-880780-0
Textbook Publisher &Year of Publication: Glencoe, 2009
Curriculum Textbook is utilized in (title of course): Business Communications

Secondary Textbook(s) Used for this Course of Instruction
Name of Textbook: Century 21 Computer Applications & Keyboarding
Textbook ISBN #: 978-0-538-44906-9
Textbook Publisher &Year of Publication: South-Western Cengage, 2010

Curriculum Textbook is utilized in (title of course): Business Communications

Additional Resources:
FBLA Format Guide:

> https://www.fbla-pbl.org/media/Format-Guide-Competitive-Events.pdf
> Used for: General guidelines, electronic résumé, standards of mail-ability, fair use guidelines for educational use, agenda, itinerary, label/envelope, business letter, personal letter, letter with advanced features, letter & memo second page, email, memorandum, news release, minutes, outline, report, endnote page, citations, reference page, tables, table of contents

FBLA.org & pafbla.org:

> http://pafbla.org/competitive/main.php
> https://www.fbla-pbl.org/fbla/competitive-events/
> Topics: Introduction to Business Communications, Introduction to Public Speaking, Introduction to Business Presentation, Business Ethics, Impromptu Speaking, Business Communications, Emerging Business Issues, Introduction to Parliamentary Procedure, Parliamentary Procedure, & Digital Video Production

Curriculum Plan

- **Standards (by number):**

  15.3.12.A, 15.3.12.B, 15.3.12.C, 15.3.12.D, 15.3.12.E, 15.3.12.F, 15.3.12.G, 15.3.12.H, 15.3.12.I, 15.3.12.J, 15.3.12.K, 15.3.12.L, 15.3.12.M, 15.3.12.N, 15.3.12.O, 15.3.12.P, 15.3.12.Q, 15.3.12.R, 15.3.12.S, 15.3.12.T, 15.3.12.U, 15.3.12.V, 15.3.12.W, 15.3.12.X PA Core Standards CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G

- **Anchors:** R11.B3, R11.A.2, R11.B.3
- **Eligible Content:**
  - Identify and apply principles of group dynamics to interact effectively with others.
  - Discuss corporate culture and its impact on an organization.
  - Evaluate the advantages and disadvantages of a communication channel for an information purpose
  - Support the choice of an effective means of communication based upon target audience.
  - Analyze the content of a communication for cultural sensitivity.
  - Compare and contrast written communications containing culturally sensitive material that will be transmitted to individuals from various cultural, ethnic, and racial backgrounds and their impact on the audience.
  - Discuss the various types of communication channels available and their impact on interpersonal relationships
  - Evaluate messages and select the appropriate channel for responding.
  - Explain the positive and negative effects of using email and other digital technology in the business environment.
  - Compare and contrast regional and cultural differences in spoken communication and explain their impact on communication.
  - Compare and contrast the different forms of formal and informal communications.
  - Evaluate various forms of formal and informal communications.
  - Evaluate the role of social media in business communications.
  - Apply rules of professional etiquette in formal and informal communications
  - Interpret and analyze a technical report.
  - Prepare a technical report using appropriate software.
  - Deliver both planned and unplanned speeches effectively.

- Demonstrate professional techniques when making formal or informal presentations.
- Apply technology appropriately to enhance a presentation.
- Compose, deliver, and publish electronic presentations.
- Use asynchronous and synchronous collaboration tools including discussion boards and blogs.
- Demonstrate appropriate communication skills in a variety of situations.
- Model appropriate nonverbal communications in personal and professional situations.
- Analyze and critique the effect of nonverbal communication (facial expression, gestures, paralinguistics, body language, eye contact, proxemics, haptics, and appearance) and the impact on the receiver.
- Analyze the hierarchy of communication in the workplace and discuss its impact.
- Determine the criteria necessary to create effective electronic messages.
- Evaluate messages and select the appropriate technology for their transmission.
- Compose and evaluate formal and informal correspondence that will be sent electronically.
- Interact effectively with people from various backgrounds by using appropriate. language and grammar skills in informal and formal communications.
- Model appropriate manners and etiquette in both classroom and business settings.
- Analyze the value of interpersonal relationships in the workplace environment.
- Display a positive attitude in the classroom and workplace.
- Explain the value of interpersonal communications in building relationships.
- Apply team skills in classroom, personal, and business situations.
- Discuss the relationship between nonverbal cues and posturing.

Objectives:
• Describe how strong communication skills will improve your career outlook, strengthen your credibility, and help you succeed in today's competitive digital age marketplace DOK 1, 2, 3
• Confront barriers to effective listening, and start building your listening skills DOK 1, 2
• Explain the features of nonverbal communication, and recognize the importance of improving your nonverbal communication skills DOK 1, 2
• Name five common dimensions of culture, and understand how culture influences communication and the use of social media and communication technology DOK 1, 2
• Discuss strategies that help communicators overcome negative cultural attitudes and prevent miscommunication in today's diverse, mobile, social-media-driven workplace DOK 1, 2
• Understand the five steps in the communication process DOK 1, 2
• Define the goals of business writing, summarize the 3-x-3 writing process, and explain how it guides a writer DOK 1

• Analyze the purpose of a message, anticipate its audience, and select the best communication channel DOK 4
• Employ expert writing techniques such as incorporating audience benefits, developing the "you" view, and using conversational but professional language DOK 1, 2
• Improve the tone and clarity of a message by using positive and courteous expression, bias-free language, plain words, and precise terms DOK 1, 2
• Conduct formal and informal research as you apply Phase 2 of the 3-x-3 writing process DOK 1, 2, 3, 4
• Organize information into strategic relationships DOK 1, 2
• Compose the first draft of a message using a variety of sentence types while avoiding sentence fragments, run-on sentences, and comma splices DOK 4
• Emphasize important ideas, employ the active and passive voice strategically, build parallelism, and prevent dangling and misplaced modifiers DOK 1, 2
• Draft well-organized paragraphs that incorporate (a) topic sentences, (b) support sentences, and (c) transitional expressions to build coherence DOK 4

Marking Period 1:
Objectives: Workplace Communication & Public Speaking
Core Activities and Corresponding Instructional Methods:
- Identify terminology related to business communications in a diverse global environment.
- Students will complete lecture worksheets for chapters 1, 2, 3, 4, 5, 6, 7, 8.
- Students will complete the Chapter Review and Critical Thinking at the end of each chapter.
- Students will perform the Activities and Cases for chapters 1, 2, 3, 4, 5, 6, 7, 8.
- Students will complete Grammar/Mechanics Checkups for chapters 1, 2, 3, 4, 5, 6, 7, 8.
- Students will use FBLA format guides to create a business letter, memo, agenda, itinerary, works cited page, label, envelope, email, news release, minutes, outline table, electronic resume, table of contents and report.
- Students will complete Communication Workshops for chapters 1, 2, 3, 4, 5, 6, 7, 8.
- Students will complete Writing Improvement Exercises for chapters 1, 2, 3, 4, 5, 6, 7, 8.
- Students will complete Radical Rewrites for chapters 1, 2, 3, 4, 5, 6, 7, 8.
- Students will create Informative Presentations/Speech, Introduction Speech, Ethics, & Digital Video.
- Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning.

Assessments:
Diagnostic:
- Discussion of student's prior knowledge
- Terminology preview
- Oral responses during class discussion
- Responses to teacher questions

Formative:
- Progress Assessments throughout the chapter
- Successful completion of homework/class work assignments

- Review Terms at the end of the chapters
- Chapter Review at the end of the chapters
- Critical Thinking questions at the end of the chapters
- Activities & Cases at the end of the chapters
- Participation in classroom discussions and activities

Summative:
- Graded audit checks on homework
- Objective quiz covering terminology in each chapter.
- Objective test covering theory and terminology.
- Graded individual/group project

Curriculum Plan

<u>**Marking Period 2: Workplace and Communication Skill Development**</u>　　　　　<u>**Time: 45 days**</u>

- **Standards (by number):**
  15.3.12.A, 15.3.12.B, 15.3.12.C, 15.3.12.D, 15.3.12.E, 15.3.12.F, 15.3.12.G, 15.3.12.H, 15.3.12.I, 15.3.12.J, 15.3.12.K, 15.3.12.L, 15.3.12.M, 15.3.12.N, 15.3.12.O, 15.3.12.P, 15.3.12.Q, 15.3.12.R, 15.3.12.S, 15.3.12.T, 15.3.12.U, 15.3.12.V, 15.3.12.W, 15.3.12.X PA Core Standards CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G
- **Anchors:** R11.B3, R11.A.2, R11.B.3
- **Eligible Content:**
  - Interpersonal skills
  - Formal and informal communications
  - Culture and diversity
  - Interpersonal skills
  - Workplace communications
  - Technical reading and writing
  - Presentation skills
  - Verbal communications
  - Nonverbal communications
  - Electronic communications
  - Soft skills

Marking Period 2:
Objectives: Workplace and Communication Skill Development
• Explain informational and analytical report functions, organizational strategies, and writing styles DOK 1, 2, 3
• Describe typical report formats and understand the significance of effective headings DOK 1, 2, 3
• Identify the problem that the report addresses, define the report purpose, and collect significant secondary and primary information to solve the problem DOK 1, 2, 3
• Prepare short informational reports that describe routine tasks DOK 4
• Prepare short analytical reports that solve business problems DOK 4
• Understand the importance, types, and components of informal and formal proposals DOK 1, 2
• Describe the preparation of formal reports, including their components, work plan, organizational strategies, and editing DOK 1, 2, 3
• Collect primary and secondary information being careful to assess its credibility DOK 1, 2
• Identify the purposes and techniques of documentation in business reports as well as how to

avoid plagiarism DOK 1, 2, 3
• Convert report data into meaningful visual aids and graphics DOK 4
• Describe the content of typical formal report components DOK 1, 2, 3
• Build your credibility and gain a competitive advantage by developing professionalism, an ethical mind-set, and business etiquette skills DOK 1, 2
• Use your voice as a communication tool, master face-to-face workplace interaction, foster positive relations on the job, and accept as well as provide constructive criticism gracefully DOK 1, 2
• Practice professional telephone skills and polish your voice mail etiquette DOK 1, 2
• Understand the importance of teamwork in the digital era workplace, and explain how you can contribute positively to team performance DOK 1, 2
• Discuss effective practices and technologies for planning and participating in productive face-to-face meetings and virtual meetings DOK 1, 2
• Recognize various types of business presentations, appreciate the importance of speaking skills for your career, and discuss two important first steps in preparing for any talk DOK 1, 2
• Explain how to organize your business presentation most effectively, and know how to build audience rapport DOK 1, 2, 3
• Understand contemporary visual aids and how to guard against PowerPoint pitfalls DOK 1, 2
• Create an impressive, error-free multimedia presentation that shows a firm grasp of basic visual design principles DOK 4
• Specify delivery techniques for use before, during, and after a presentation to keep the audience engaged DOK 1, 2
• Begin a job search by recognizing emerging trends and technologies, exploring your interests, evaluating your qualifications, and investigating career opportunities DOK 1, 2
• Apply savvy search strategies by analyzing how job seekers find their jobs and how they use digital tools to explore the open job market DOK 1, 2
• Expand your job-search strategies by using both traditional and digital tools in pursuing the hidden job market DOK 1, 2
• Organize your qualifications and skills into effective résumé categories, and use that information to prepare a personalized LinkedIn profile DOK 1, 2, 3
• Enhance your job search and résumé by taking advantage of digital tools DOK 1, 2
• Understand the value of cover messages and how to draft and submit a customized message to highlight your candidacy DOK 1, 2
• Understand the purposes, sequence, and types of job interviews, including screening, one-on-one, panel, group, sequential, and video interviews DOK 1, 2
• Know what to do before an interview, including ensuring professional phone techniques, researching the target company, rehearsing success stories, cleaning up digital dirt, and fighting fear DOK 1, 2, 3
• Explain what to do during an interview, including controlling nonverbal messages and answering typical interview questions DOK 1, 2, 3
• Describe what to do after an interview, including thanking the interviewer, contacting references, and writing follow-up messages -DOK 1, 2, 3
• Prepare additional employment documents such as applications, rejection follow-up messages, acceptance messages, and resignation letters DOK 4.

Core Activities and Corresponding Instructional Methods:
- Identify terminology related to business communications in a diverse global environment.
- Students will complete lecture worksheets for chapters 9, 10, 11, 12, 13, 14.
- Students will complete the Chapter Review and Critical Thinking at the end of each chapter.
- Students will perform the Activities and Cases for chapters 9, 10, 11, 12, 13, 14.
- Students will complete Grammar/Mechanics Checkups for chapters 9, 10, 11, 12, 13, 14.
- Students will use FBLA format guides for a business letter, memo, agenda, itinerary, works cited page, label, envelope, email, news release, minutes, outline table, electronic resume, table of contents and report.
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- Students will complete Radical Rewrites for chapters 9, 10, 11, 12, 13, 14.
- Students will complete Business Presentations/Speech – (Persuasive, Impromptu, Emerging Issues)
- Students will complete one job shadow placement for exposure to the real world workplace environment as a final project.
- Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments
Diagnostic:
- Discussion of student's prior knowledge
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