

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Business Communications

Grade Level: 9-12

Date of Board Approval: _____2019_____

Planned Instruction

Title of Planned Instruction: Business Communications

Subject Area: Business

Grade(s): 9-12

Course Description:

This course is designed for any student interested in having a great job interview, communicating with clients, being a class officer, learning parliamentary procedure, or just improving public speaking skills. Students will learn to utilize oral and written expression 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 demonstrate listening skills.

Time/Credit for the Course: 1 Semester, ½ Credit

Curriculum Writing Committee: Audrey Dennis

Curriculum Map

1. Marking Period One: Workplace Communication & Public Speaking

1. Overview based on 45 days:

Business Communication in the Digital Age
The Writing Process in the Information Age
Workplace Communication
Public Speaking Today

2. Goals:

- Succeeding in the Social and Mobile Workplace
- Planning Business Messages
- Organizing and Drafting Business Messages and the FBLA Format Guide
- Revising Business Messages
- Short Workplace Messages and Digital Media
- Positive and Neutral Messages
- Planning and Presenting Speeches
- Informative Presentations/Speech, Introduction Speech, Ethics, Digital Video

3. Marking Period Two:

1. Overview based on 45 days:

Business Reports and Proposals – Best Practices
Professionalism, Teamwork, Meetings, and Speaking Skills
Employment Communication

2. Goals:

- Informal Reports
- Proposals and Formal Reports
- Professionalism at Work: Business Etiquette, Ethics, Teamwork, and Meetings
- Business Presentations/Speech – (Persuasive, Impromptu, Emerging Issues)
- The Job Search, Resumes, and Cover Messages
- Interviewing and Following Up
- Parliamentary Procedure

Curriculum Plan

Unit: 1

Marking Period: 1 – 45 days

Standard(s):

Standard(s): PA Academic Standards

Standards Addressed:

PA Business Academic Standards:

[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](#).

Anchor(s): [R11.B3](#), [R11.A.2](#), [R11.B.3](#)

Big Idea # 1:

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

Essential Questions:

- What makes communication effective?
- What decisions does a writer or speaker make when considering topic, purpose, and audience?
- What are the available communication tools to complete a task?
- What is the relationship between communicating and professionalism?

Concepts:

- Interpersonal skills
- Formal and Informal Communications
- Culture and Diversity
- Technical reading and writing
- Presentation skills
- Verbal communications
- Nonverbal communications
- Electronic communications
- Soft skills

Competencies:

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- 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 cultural sensitive material that will be transmitted to individuals from various cultural, ethnic, and racial backgrounds and their impact on 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

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- Discuss the relationship between nonverbal cues and posturing

Overview: How do business communication skills influence today's diverse business workforce?

Goals:

1. Succeeding in the Social and Mobile Workplace
2. Planning Business Messages
3. Organizing and Drafting Business Messages and the FBLA Format Guide
4. Revising Business Messages
5. Short Workplace Messages and Digital Media
6. Positive and Neutral Messages
7. Planning and Presenting Speeches
 - Informative Speeches Informative Presentations/Speech, Introduction Speech, Ethics, Digital Video

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

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- Make business messages more concise by rejecting flabby expressions, long lead-ins, there is/are and it is/was fillers, redundancies, and empty words, as well as condensing for short social media posts DOK 1, 2
- Enhance clarity in business messages by keeping ideas simple, dumping trite business phrases, cutting clichés, shunning slang and buzzwords, rescuing buried verbs, restraining exuberance, and choosing precise words DOK 1, 2
- Improve readability by applying effective document design including the strategic use of white space, margins, typefaces, fonts, numbered and bulleted lists, and headings DOK 1
- Identify proofreading problem areas, and apply smart techniques to catch mistakes in both routine and complex documents DOK 1
- Evaluate a message to judge its effectiveness DOK 1, 2
- Understand and create e-mail, memos, and the professional standards for their usage, structure, and format in the digital era workplace DOK 1, 2, 3
- Explain workplace instant messaging and texting as well as their liabilities and best practices DOK 1, 2
- Identify professional applications of podcasts and wikis DOK 1
- Describe how businesses use blogs to connect with internal and external audiences, and list best practices for professional blogging DOK 1, 2, 3
- Define the advantages and risks of business uses of social media networks DOK 1
- Name the channels through which typical positive and neutral messages travel in the digital era—e-mails, memos, and business letters—and explain how business letters should be formatted using the FBLA Format Guide DOK 1, 2, 3
- Compose direct messages that make requests, respond to inquiries online and offline, and deliver step-by-step instructions DOK 4
- Prepare messages that make direct claims and voice complaints, including online posts DOK 4
- Write adjustment messages that salvage customers' trust and promote further business DOK 4
- Craft special messages that foster goodwill and convey kindness DOK 4
- Understand the strategies of business communicators in conveying negative news DOK 1, 2
- Compare the techniques and ethics of the direct and indirect strategies in communicating unfavorable news DOK 1, 2, 3, 4
- Explain the components of effective negative messages, including opening with a buffer, apologizing, showing empathy, presenting the reasons, cushioning the bad news, and closing pleasantly DOK 1, 2, 3
- Apply effective techniques for refusing typical requests or claims, as well as for presenting bad news to customers in print or online DOK 1, 2
- Describe and apply effective techniques for delivering bad news within organizations DOK 1, 2, 3
- Explain digital age persuasion and identify time-proven persuasive techniques DOK 1, 2, 3
- Craft persuasive messages that request actions DOK 4
- Write compelling claims and deliver successful complaints DOK 4
- Understand interpersonal persuasion at work, and compose persuasive messages within organizations DOK 1, 2
- Create effective and ethical direct-mail and e-mail sales messages DOK 4

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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

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Extensions:

Chapter Challenges

Peer tutoring

Have students work with a partner to develop their own lesson on speech concepts

Students should create a visual aid to assist them in teaching their lesson

Have students work with a partner to develop their own lesson on results of a specific business communication trend

Correctives:

Individual tutoring

Provide students with note cards that they can use to create vocabulary flash cards

Allow time for students to review their correct flash cards independently or with a partner before any chapter assessment

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Unit: 2

Marking Period: 2 – 45 days

Standard(s):

Standard(s): PA Academic Standards

Standards Addressed:

PA Business Academic Standards:

[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](#)

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Essential Questions:

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Concepts:

- What makes communication effective?
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- What is the relationship between communicating and professionalism?

Competencies:

- 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

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Soft skills

Overview: How do business communication skills influence today's diverse business workforce?

Goals:

8. Succeeding in the Social and Mobile Workplace
9. Planning Business Messages
10. Organizing and Drafting Business Messages and the FBLA Format Guide
11. Revising Business Messages
12. Short Workplace Messages and Digital Media
13. Positive and Neutral Messages
14. Planning and Presenting Speeches
15. Informative Speeches, Business Presentations/Speech – (Persuasive, Impromptu, Emerging Issues)

Objectives:

- 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

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- 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
- Students will complete Communication Workshops for chapters 9, 10, 11, 12, 13, 14
- Students will complete Writing Improvement Exercises for chapters 9, 10, 11, 12, 13, 14
- Students will complete Radical Rewrites for chapters 9, 10, 11, 12, 13, 14
- Students will complete Business Presentations/Speech – (Persuasive, Impromptu, Emerging Issues)

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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

Extensions:

- Chapter Challenges
- Peer tutoring
- Have students work with a partner to develop their own lesson on speech concepts
- Students should create a visual aid to assist them in teaching their lesson
- Have students work with a partner to develop their own lesson on results of a specific business communication trend

Correctives:

- Individual tutoring
- Provide students with note cards that they can use to create vocabulary flash cards
- Allow time for students to review their correct flash cards independently or with a partner before any chapter assessment

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Materials and 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

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Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

