Instructional Title		Criteria – Business Communications I ISBN#	
Established Track Record? YES NO If yes, please list research source(s):			
Meets National Standards? YES □ NO □			
Standard I: The student will iden	tify the communication p	rocess and practice effective nonverbal comm	unication skills.
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Identify the six steps of the communication process.			
Practice acceptable nonverbal skills in personal and professional communications.			
Alter a message by using nonverbal communication.			
Communicate with one another only using nonverbal communicationgestures, body language, eye contact, etc.			
Standard II: The student will con	nmunicate using correct	usage and mechanics.	
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Practice correct spelling and grammar and use that correct spelling and grammar in their oral and written communications.			
Practice correct punctuation and use that correct punctuation in their written communications.			

Identify misplaced modifiers, redundancy, lack of parallelism, and incorrect word choice and revise to correct these problems.			
Communicate in a clear, courteous, concise, and correct manner; select language befitting the situation.			
Standard III: The student will do	evelop and practice effective	oral communication skills.	
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Practice correct pronunciation and enunciation.			
Communicate in a clear, courteous, concise, and correct manner when giving oral instructions. Select language befitting the situation.			
Demonstrate the proper use of telephone techniques and manners.			
Identify regional, international, and cultural differences in communications.			
Participate in group discussion and role-play personal and professional situations.			
Express opinions and talk about issues positively and tactfully.			
Plan and present short presentations, individually, or as a group member.			
Standard IV: Develop a list of ne	w vocabulary words, confus	ing homonyms, and technical an business	terms.
Objectives	Covered Yes/No	Comments on Coverage	Percentage of

		Coverage
Read and follow simple directions.		
Select correct reading methods for		
a particular situation (e.g.,		
skimming, scanning, speed reading		
and in-depth reading).		
Identify propaganda, biased		
writing, and literal and inferential		
statements.		
Practice reading techniques		
including speed, comprehension,		
and retention.		
	 <u> </u>	

Standard V: Students will compose effective written communications.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Use the writing process to compose			
emails, memos, and letters			
including determining audience			
and purpose brainstorming,			
outlining, and organizing to			
produce a rough draft; and			
revising to create polished			
documents which are logical,			
coherent, and unified.			
Compose and produce a variety of			
mailable business letters, memos or			
email in each of the following			
areas: everyday/routine persuasive,			
and bad news.			
Format letters using Block Style			
and Modified Block Style and			
memos in formal format.			
Edit and revise personal work as			
well as that of others.			

Standard VI: Students will develop and practice proficient listening	g skills.
--	-----------

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Practice following oral directions.			
Record complete and accurate telephone messages.			
Listen attentively by taking accurate notes or completing forms.			
Demonstrate courtesy and respect for the speaker through attentive listening.			
Identify and overcome major barriers to listening.			

Standard VII: Students will apply basic social communications skills in personal and professional situations by demonstrating competence, ethics, leadership, and interpersonal skills.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Demonstrate proper respect for authority.			
Practice and consider the process for conflict resolution.			
Study the types of discriminations and their impacts.			
Demonstrate correct responses to passive, assertive, and aggressive behaviors.			
Explore positive leadership skills, techniques and styles.			
Explain the importance of following chains of command.			

Incorporate standards of personal ethics into effective communication.			
Standard VIII: Students will us	e technology to enhance	the effectiveness of communications.	
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Demonstrate basic keyboarding and computer skills.			
Demonstrate basic keyboarding and computer functions using basic software applications.			
Refine and enhance documents using electronic spell check, thesaurus, grammar check, layout, design, and graphics as needed.			
		unication in the successful pursuit and retention of Communications 2 will be taught).	of employment.
Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Write an effective application letter and resume.			
Complete a job application form properly.			
Role-play interview situations and demonstrate fitting attire and nonverbal communication.			
Consider qualities that employers expect in employees.			
Examine legal and illegal employment practices.			
Explore job search strategies and sources for job placement.			

Differentiate among suitable		
business attire (e.g., casual,		
business-casual, professional		
business, and formal attire) and		
select correct attire for specific		
situations.		
Demonstrate work ethics in a		
business environment.		
Practice basic etiquette and		
manners in given situations.		
Explain the role self-concept plays		
in ones personal and professional		
life.		
Explain the importance of		
following chains of command.		
Investigate office relationships,		
sexual harassment, office politics,		
ethics, customer and employee		
rights, tact, courtesy, and correct		
business behavior.		
	<u>.</u>	

Standard X: The student will understand Banking as it relates to consumer.

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
Discuss ways to establish and			
maintain a good credit rating.			
Describe the process of getting a			
loan and explain the requirements			
of most lending institutions before			
granting approval.			
Explain what collateral is and the			
importance of using it when getting			
a loan.			
Explain what a co-signer is, and the			
role they play in making a loan			
more secure.			

Describe the consequences of		
extending the loan life to achieve		
lower monthly payments and the		
time limits lending institutions have		
on various types of loans.		
Explain the consequences of		
borrowing money and describe the		
method in which interest is		
amortized over the life of the loan.		
Describe the debt income ratio,		
what it means, and the maximum		
range that most lending institutions		
will allow.		

Curriculum Cov	erage				N/A
Content	Accurate information reflecting current knowledge.	Some inaccuracies found, however, information reflects current knowledge.	Many inaccuracies were found on concepts.	Major inaccuracies found in content or concepts.	
	No content bias.	No content bias.	Content bias created problems with concepts.		
Age Appropriate	A wide range of activities to accommodate various developmental levels at a	Some activities are adaptable to the appropriate age level.	Limited developmentally appropriate activities.	Age appropriate issues are not addressed.	
	reasonable pace and depth of coverage.	Some cross-curricular activities are given.	Prerequisite skills and prior knowledge are not sufficiently developed before more complex	Several activities are not based on appropriate levels.	
	Includes age appropriate cross- curricular references (e.g., literature, software, etc.)	Some attention given to prerequisite skills and knowledge.	concepts are introduced.		
	Content organized so prerequisite skills and knowledge are developed before more complex skills.				
Physical Qualitie	es				N/A
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for	Appropriate use of font size and format for intended grade level.	Font size adequate for intended grade level.	Font size and format too small or too large for age group.	Font size inconsistent.	
intended grade level	Key words or phrases bold faced and/or italicized.	Some key words or phrases boldfaced and/or italicized.	Highlighting was used too much, emphasized too much information.	No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels).	Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students.	Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the	Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included.	Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices.	
	Clearly represents concepts within the text.	text.			

Technology					N/A
Ease of Use	Menus are easy to read and follow.	Menus are generally easy to read and follow.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)	Menus are not very descriptive. Hard to follow.	
	User-friendly installation requires a minimal level of computer expertise.	Installation requires little computer expertise.	Installation requires some knowledge or expertise.	Installation requires expertise.	
	Manual and directions are understandable.	Manuals and directions are simple.	Manuals are included.	No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.	Audio and visuals are of good quality. Complements program effectiveness.	Audio and visuals are acceptable. Aligned with program content.	Audio and visual defects are apparent. Distracts from program content.	
	Information is current and up-to-date.	Information is current.	Information is mostly current.	Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	
Universal Access	3				N/A
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.)	Provides some ways to adapt curriculum to meet assessed special needs.	Provides limited strategies to assist special needs students.	Inappropriate strategies to assist special needs students.	
	Accurate portrayal of cultural, racial, and religious diversity in society.	Mostly accurate portrayal of cultural, racial, and religious diversity in society.	Does not address diversity in society.	Inaccurate portrayal of diverse populations and society.	
Assessment	3	2	1	0	N/A
Provides a variety of assessment options	Multiple measurements of individual student progress at regular intervals ensuring success of all students.	Assessment requires students to apply some concepts.	Assessment requires students to apply few concepts.	Provides only paper and pencil assessment.	