

STRANDS AND STANDARDS

BUSINESS COMMUNICATION 1



Course Description

Business Communication affects all aspects of our lives. This introductory course will teach students to communicate in a clear, courteous, concise, complete, and correct manner on both the personal and professional levels. Competency will be developed in oral, written, interpersonal, technological, and employment communication. Listening skills will be incorporated throughout the semester. The overriding goal is to provide students with a solid communication base, so they can communicate effectively.

Intended Grade Level	10 – 12
Units of Credit	0.5
Core Code	32.02.00.00.110
Concurrent Enrollment Core Code	32.02.00.13.110
Prerequisite	None
Skill Certification Test Number	220
Test Weight	0.5
License Type	CTE and/or Secondary Education 6-12
Required Endorsement(s)	
Endorsement 1	Business and Marketing (CTE/General)
Endorsement 2	Business and Marketing Core

STRAND 1

Students will identify the communication process and practice effective nonverbal communication skills

Standard 1

Identify the four steps of the communication process (in order).

- Sender encodes message.
- Message is sent.
- Receiver receives message.
- Receiver sends feedback.

Standard 2

Recognize the differences between nonverbal and verbal communication.

- Communicate with one another using only nonverbal communication, such as gestures, body language, eye contact, etc.
- Identify organizational, physical, physiological, language, and cultural, psychological and technical barriers to communication

Performance Skills

Use verbal and nonverbal communication. This includes the following:

- Identify the four steps of the communication process.
- Practice nonverbal forms of communication.
- Alter a message using only nonverbal communication.
- Demonstrate how altering non-verbal communication can change a message.

STRAND 2

Students will develop correct usage and mechanics in English.

Standard 1

Identify commonly misspelled and misused words.

- Identify and correctly spell commonly misspelled words.
Accommodate, argument, judgement, commitment, consensus, dependent, license, acquire, occasionally, questionnaire, receive, recommend, foreign, schedule, restaurant, definite, maintenance, occurrence, illegal, reference, sincerely
- Identify commonly misused words.
It's v. Its; Who's v. Whose; passed v. past; principal v. principle; accept v. except; their, there, they're; Because v. Cause; who v. whom; affect v. effect; cite, sight, site; e.g. v. i.e.

Standard 2

Use sentence structure and grammar to communicate in a clear, courteous, concise, complete, and correct manner.

- Identify and use the following sentence structures in the correct manner
 - correct word choice (avoid redundancy)
 - subject-verb agreement
 - parallelism (Avoid run-on, compound, and fragmented sentences.)
- Understand the correct use of numbers in writing.
 - In general, spell out single-digit numbers
 - Spell out numbers that begin a sentence
 - Use numerals in dates, addresses, percentages, and page references. For large numbers, use a combination of words

Standard 3

Practice and use correct punctuation in written communication.

- Comma
- Semicolon
- Colon
- Dash
- Hyphen
- Parentheses
- Apostrophe
- Quotation marks
- Ellipsis
- Period

Performance Skills

Practice and use correct grammar and mechanics. This includes the following:

- Use correct grammar, mechanics, and spelling in written communication.
- Identify simple, compound, and complex sentences.
- Identify and correcting redundancy, lack of parallelism, and incorrect word choice.

STRAND 3

Students will develop and practice effective oral communication skills.

Standard 1

Practice correct pronunciation, enunciation, tone, and cadence.

Standard 2

Demonstrate understanding of the areas of study within speech communication: basic communication, interpersonal communication, organizational communication, rhetorical communication.

Standard 3

Identify regional, international, and cultural differences in communication; use bias-free language to develop responsible ways of thinking and acting. (bias language is words or phrases that are considered prejudiced, hurtful, or offensive; it demeans or excludes because of age, gender, race, ethnicity, social class, and some physical or mental traits).

Standard 4

Plan and present a short presentation based on research and written evaluation individually or as a group member.

Standard 5

Understand and identify how audience and situation effects style and tone.

Performance Skills

Practice and use oral communication skills. This includes the following:

- Tailor a presentation to an audience
- Use bias-free language.
- Identify audience
- Plan and present short presentations

STRAND 4

Students will develop reading strategies that improve speed, comprehension, and retention.

Standard 1

Use skim and scan techniques to look over a document (e.g. headings, topic sentences, vocabulary, bolded words, titles, and questions within the text)

Standard 2

Read, follow, and create simple directions.

Standard 3

Utilize and select correct reading methods for a situation (e.g., skimming, scanning, summarizing, speed reading, and close reading).

Standard 4

Recognize the purpose of the message (e.g. propaganda, biased, literal, inferential, and factual statements)

Performance Skills

Develop reading strategies. This includes the following:

- Read, follow, and create simple directions.

- Utilize and select correct reading methods for a situation (e.g., skimming, scanning, summarizing, speed reading and close reading).
- Identify the purpose of a message (e.g. political, commercial, social, personal, and education).

STRAND 5

Students will produce effective written communication documents.

Standard 1

Identify the four steps of the writing process (planning, composing, editing, publishing).

- Create clear, courteous, concise, complete, and correct documents.

Standard 2

Use the writing process to produce e-mails and letters appropriate to task, purpose, and audience.

- Use correct styles for everyday/routine/good news, sales/persuasive, and bad news/refusal messages
- Understand the need for first, second, and third person points of view, passive/active voice, and tone.
- Understand the use of e-mail attachments and letter enclosures.

Standard 3

Understand the parts of a business letter and their locations (e.g. senders address, inside address, date, salutation, body, complimentary close, signature line, enclosure notation, and typists' initials).

Standard 4

Understand the importance and need for document layout and a design element.

Performance Skills

Use the four steps of the writing process. This includes the following:

- Compose e-mails and letters
- Use the direct, indirect, and persuasive approaches.
- Include a design element (headings, art, typography, spacing) in a written message

STRAND 6

Students will develop and practice proficient listening skills.

Standard 1

Practice following oral directions by listening attentively, taking accurate notes, and asking questions.

Standard 2

Demonstrate the proper use of telephone techniques.

- Observe verbal cues, speak clearly, be courteous, handle difficult callers, plan outgoing calls, take part in conversation, and leave effective, concise, and thorough messages

Standard 3

Demonstrate courtesy and respect for the speaker through attentive listening.

- Ask questions to clarify, make eye contact and exhibit other non-verbal cues, such as nodding, and smiling.

Performance Skills

Practice listening skills.

- Practice following oral directions and taking notes.
- Demonstrate proper phone technique
- Show characteristics of attentive listening.

STRAND 7

Students will apply communication skills in varied professional roles.

Standard 1

Practice and consider the six-step conflict resolution process (in order)

- Clarify the disagreement.
- Establish a common goal.
- Discuss ways to meet the goal.
- Determine barriers to the goal.
- Agree on the best way to resolve the conflict.
- Acknowledge the solution and determine responsibility for those involved.

Standard 2

Determine effective leadership skills, such as planning, organizing, and monitoring.

Standard 3

Understand the four stages of team development.

- Forming
- Storming
- Norming
- Performing

Standard 4

Define ethics and integrity as they relate to business communication.

Standard 5

Demonstrate understanding of the intent and impact of performed, spoken, written and visual texts.

Performance Skills

Use appropriate personal and professional communication skills.

- Understand chains of command.
- Role play correct response to conflict resolution.
- Demonstrate positive leadership skills and business ethics.
- Conduct a meeting and prepare an agenda.

STRAND 8

Students will use technology to enhance the effectiveness of communication.

Standard 1

Practice and apply basic software applications.

- Refine and enhance documents as needed using electronic spell check, thesaurus, grammar check, layout, design, and graphics.

Performance Skills

Use technology to enhance and perfect communications.

- Use spell check, thesaurus, grammar check, layout, design, and graphics.

STRAND 9

(Required in Business Communication 1 if Business Communication 2 is not offered.)

Students will integrate all forms of communication in pursuit and retention of employment.

Standard 1

Explore job search strategies and sources for job placement.

Standard 2

Create an employment portfolio.

- Write an application/cover letter, resume, and follow-up letter for a simulated job opportunity.

Standard 3

Understand the application and interview process for employment.

- Complete a job application form properly.
- Role-play interviews and demonstrate appropriate verbal and nonverbal communication.
- Differentiate among business attire (e.g., casual, business-casual, professional business, and formal attire) and select correct attire for specific situations.
- Prepare a list of questions to ask an interviewer.
- Make a list of common mistakes made by interviewers and applicants.

- Use correct strategies for accepting or rejecting an offer.

Standard 4

Understand the skills needed to maintain employment.

- Understand qualities that employers expect in employees.
- Examine legal and illegal employment practices.
- Practice basic etiquette in given situations.

Skill Certificate Test Points by Strand

Test Name	Test #	Number of Test Points by Strand										Total Points	Total Questions
		1	2	3	4	5	6	7	8	9	10		
Business Communications 1	220	6	14	4	5	15	4	6	1			55	45