



Texas Academic Standards Correlation

JA Business Communications

Session Descriptions	Student Objectives	Texas CTE Professional Communications Standards
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>10 The student applies technical skills for efficiency. The student is expected to:</p> <p>(A) employ planning and time-management skills to relate to professional communications; and</p> <p>(B) use technology to enhance productivity.</p> <p>11 (K) research formal and informal professional presentations by analyzing the audience, occasion, purpose, and primary and secondary sources; determining specific topics for presentations; and evaluating sources using media literacy strategies such as recognizing bias, misinformation, untruths, and source credibility;</p> <p>(L) develop formal and informal professional presentations using effective strategies to organize presentations, using information to support points in presentations, preparing scripts or notes, using visual or auditory aids to enhance presentations, and providing credit for information sources;</p> <p>(Q) use a variety of strategies to acquire information from electronic resources;</p> <p>(R) acquire electronic information in a variety of formats;</p> <p>(S) use research skills and electronic communications;</p>

JA Business Communications

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<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>1(B) demonstrate professional standards and personal qualities needed to be employable such as oral and written communication, leadership, teamwork, appreciation for diversity, conflict management, customer service, work ethic, and adaptability.</p>
<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>11 (C) demonstrate knowledge of the components of the listening process and specific kinds of listening such as critical, deliberative, and empathetic;</p> <p>3 (E) apply 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>3 (C) interpret and communicate information, data, and observations;</p> <p>(D) deliver formal and informal presentations;</p> <p>11 (M) conduct formal and informal professional presentations using effective verbal and nonverbal strategies to inform, persuade, or motivate an audience;</p> <p>(N) use appropriate techniques to manage communication apprehension and build self-confidence; and</p> <p>(O) evaluate formal and informal professional presentations by participating in question-and-answer sessions following presentations, applying critical-listening strategies, and evaluating the effectiveness of presentations, including self-evaluation.</p>

JA Business Communications

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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>11) (P) participate in an informative or persuasive group discussion;</p>
Theme 2: Business Writing		
Session Descriptions	Student Objectives	Texas CTE Professional Communications Standards
<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>2 The student applies English language arts in professional communications projects. The student is expected to:</p> <p>(A) demonstrate use of content, technical concepts, and vocabulary;</p> <p>(B) use correct grammar, punctuation, and terminology to write and edit documents;</p> <p>(C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques;</p> <p>(D) compose and edit copy for a variety of written documents;</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>5 The student uses technology applications and processes. The student is expected to:</p> <p>(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects.</p>

JA Business Communications

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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>11 (P) participate in an informative or persuasive group discussion;</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>11 (P) participate in an informative or persuasive group discussion;</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>5 The student uses technology applications and processes. The student is expected to:</p> <p>(A) use technology applications such as social media, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for audio and video production projects; and</p> <p>(B) use processes such as personal information management, file management, and file sharing.</p>

JA Business Communications

Theme 3: Organizational Communication		
Session Descriptions	Student Objectives	Texas CTE Professional Communications Standards
<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>11 (E) demonstrate knowledge of various communication processes in professional contexts, including using effective communication skills; analyzing standards for appropriate use of informal, standard, and technical language; making appropriate and important communication decisions based on accurate and complete information; and recognizing and analyzing appropriate channels of communication in organizations;</p> <p>(H) identify and use appropriate strategies for communicating with a variety of audiences;</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>3 (G) listen to and speak with diverse individuals; and</p> <p>11 (F) use appropriate interpersonal communication strategies in professional contexts, including using different types of professional communication and communication management skills and observing professional</p> <p>(I) identify the types, purposes, dynamics, processes, effectiveness, roles of members, and leadership styles of professional groups; etiquette.</p>
<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>3 The student applies professional communications strategies. The student is expected to:</p> <p>(A) adapt language for audience, purpose, situation, and intent;</p> <p>(B) organize oral and written information;</p> <p>(C) interpret and communicate information, data, and observations;</p>

JA Business Communications

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<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>8 The student identifies and develops leadership characteristics. The student is expected to:</p> <p>(A) identify leadership characteristics; and</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>11 (J) communicate effectively in group contexts by assuming productive roles, solving problems, managing conflicts, and building consensus in groups;</p>

JA Business Communications

Theme 4: Communicating About Performance and Expectations		
Session Descriptions	Student Objectives	Texas CTE Professional Communications Standards
<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. 	NA
<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. 	NA
<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. 	11 (B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;

JA Business Communications

<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>11 (B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;</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>11.(T) format digital information for appropriate and effective communication in a product by defining the purpose, identifying the intended audience, and using the principles of page design such as leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap;</p> <p>(U) apply desktop publishing to create products using word processing programs, editing products, or drawing programs; design elements such as text, graphics, headlines, color, white space; typography concepts, including font size and style; and graphic design concepts such as contrast, alignment, repetition, and proximity;</p>
<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>4 The student understands and examines problem-solving methods. The student is expected to:</p> <p>(A) employ critical-thinking skills independently and in groups; and</p> <p>(B) employ interpersonal skills in groups to solve problems.</p> <p>11(B) demonstrate knowledge of the communication process, including the characteristics of oral language, types and effects of nonverbal communication, effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;</p>

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JA Business Communications

Gap Analysis		
TEKS 130.110 Knowledge and skills	JA Content that may relate	Content Type
<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <p>(A) explore opportunities in training, education, and certifications for employment;</p> <p>(C) demonstrate skills related to seeking and applying for employment;</p> <p>(D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples; and</p> <p>(E) demonstrate skills in evaluating and comparing employment opportunities.</p>	JA Digital Career Book	Student Self-guided
<p>(7) The student applies safety regulations. The student is expected to:</p> <p>(A) implement personal and classroom safety rules and regulations; and</p> <p>(B) follow emergency procedures as needed.</p>	NA	NA
<p>9) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:</p> <p>(A) exhibit ethical conduct;</p> <p>(B) discuss copyright laws in relation to fair use and duplication of materials;</p>	<p>JA Excellence Through Ethics</p> <p>JA Introduction to Business</p> <p>Theme 3 session 4</p>	<p>Kit based, Volunteer Led</p> <p>Semester-long course</p>

JA Business Communications

Gap Analysis		
<p>(6) The student understands communications systems. The student is expected to:</p> <p>(A) describe the nature and types of businesses;</p> <p>(B) analyze and summarize the history and evolution of the various related fields of study; and</p> <p>(C) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole.</p>	<p>JA Intro to Business and Technology</p>	<p>JA HSE Course</p>
<p>(11) The student develops an understanding of professional communications through exploration of the Arts, Audio/Video Technology, and Communications Career Cluster. The student is expected to:</p> <p>(A) develop an understanding of the evolution of the arts, audio/video technology, and communications career field, including the history, foundation elements, principles, and communicative effects;</p>	<p>JA Digital Career Book</p>	<p>Student Self-Guided</p>
<p>11 (D) create a resume and cover letter/letter of interest to document information such as work experiences, licenses, certifications, and work samples.</p>	<p>JA CLP- My Resume Builder</p>	<p>Student Self-Guided</p>
<p>(E) demonstrate skills in evaluating and comparing employment opportunities.</p>	<p>JA Job Shadow JA Career Exploration Fair</p>	
<p>(G) demonstrate knowledge of the interview process, including effective communication as interviewee and interviewer, and federal employment laws regarding interviews.</p>	<p>JA CLP JA It's My Business JA Introduction to Business Theme 4</p>	<p>Student Self-Guided Kit Based Semester Course</p>

JA Business Communications

Gap Analysis		
8 (B) participate in student leadership and professional development activities.	NA	