



A Correlation: State Standards for Missouri and JA Business Communications (3.3.26)

Session Descriptions	Academic Standards ¹
<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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 1. Approaching the Task as a Researcher.</p> <p>Grades 9-10 A.b.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Grades 11-12 A.b.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p>Grades 9-10</p> <p>Speaking and Listening: 2. Presenting.</p> <p>Verbal Delivery</p> <p>A. Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</p>

¹No MO CTE standards exist

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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>No SS, Career Development/CTE, Financial Literacy, Math, or ELA Correlations</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>No SS, Career Development/CTE, Financial Literacy, Math, or ELA Correlations</p>

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<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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Speaking and Listening: 2. Presenting</p> <p>Grades 9-10 A. Verbal Delivery</p> <p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</p> <p>Grades 11-12 A. Verbal Delivery</p> <p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.</p> <p>Grades 9-12 B. Nonverbal</p> <p>Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.</p> <p>Grades 9-12 C. Multimedia</p> <p>Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <i>(Also, for Grades 11-12:and to add interest, conveying a clear and distinct perspective.)</i></p>
<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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Speaking and Listening: 1. Collaborating</p> <p>Grades 9-10 A. Conversations</p> <p>Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.</p> <p>Grades 11-12 A. Conversations</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>Grades 9-10 C. Viewpoints of Others</p> <p>Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</p> <p>Grades 11-12 C. Viewpoints of Others</p> <p>Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>

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<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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

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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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

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<p>2.4 Writing for the Internet 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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
<p>Project: Adjusting for Audience 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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

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<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>Financial Literacy/Personal Finance</p> <p>Grades 9-12</p> <p>1.B. Analyze the relationship between education, skill development and earning potential.</p> <p><i>Possible additional correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

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<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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
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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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
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<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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
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<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. 	<p><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
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<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. 	<p>Financial Literacy/Personal Finance</p> <p>Grades 9-12</p> <p>1.B. Analyze the relationship between education, skill development and earning potential.</p> <p><i>Possible additional correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>

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<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.	<p><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Speaking and Listening: 2. Presenting</p> <p>Grades 9-10 A. Verbal Delivery</p> <p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</p> <p>Grades 11-12 A. Verbal Delivery</p> <p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.</p> <p>Grades 9-12 B. Nonverbal</p> <p>Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.</p>
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<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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Speaking and Listening: 2. Presenting</p> <p>Grades 9-10 A. Verbal Delivery</p> <p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</p> <p>Grades 11-12 A. Verbal Delivery</p> <p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.</p> <p>Grades 9-12 B. Nonverbal</p> <p>Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.</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><i>Possible correlations:</i></p> <p>ELA Standards</p> <p>Writing: 2. Approaching the Task as a Writer.</p> <p>Grades 9-12 A</p> <p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>
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<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>Financial Literacy/Personal Finance</p> <p>Grades 9-12</p> <p>1.B. Analyze the relationship between education, skill development and earning potential.</p>
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