



Junior  
Achievement®



empowering young people to  
own their economic success®

**A Correlation:  
RHODE ISLAND  
Academic Standards and  
Junior Achievement  
Middle School Programs**

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Common Core State Standards Included

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# Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

In this document, Junior Achievement programs are correlated to the Rhode Island Social Studies Standards, Rhode Island Financial Literacy Standards and Career Development as well as the Common Core State Standards in English/Language Arts and mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

## JA Middle Grades Programs

[\*JA Economics for Success\*](#)<sup>®</sup> provides practical information about personal finance and the importance of identifying education and career goals based on a student's skills, interests, and values.

[\*JA Global Marketplace\*](#)<sup>®</sup> Blended Model introduces students to the global marketplace and the ways in which countries buy and sell from each other. Through completion of this program, students will gain an understanding of the role of producers and consumers in the interconnected global market.

[\*JA It's My Business\*](#)<sup>®</sup> Blended Model provides middle school students an opportunity to experience the initial steps necessary to start a business. New program content provides an authentic entrepreneurial experience for students, with each session building up to a product-pitch competition

[\*JA It's My Future\*](#)<sup>®</sup> Blended Model offers middle school students' practical information to help prepare them for the working world. Students develop the personal-branding and job-hunting skills needed to earn a job.

[\*JA Inspire\*](#)<sup>™</sup> is more than a career fair, it brings together the business community and local schools and is designed to help launch middle school students into their futures: high school, college, and careers beyond. (Grades 6-8)

[\*JA Career Exploration Fair\*](#)<sup>™</sup> is an event where students learn about a range of career options across multiple career clusters. (Grades K-12)

[\*JA Career Speakers Series\*](#)<sup>™</sup> In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-12)

[\*JA Excellence through Ethics\*](#)<sup>™</sup> Through JA Excellence through Ethics, students will learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community. (Grades 6-12)

[\*JA It's My Job\*](#)<sup>™</sup> (Soft Skills) will help students understand the value of professional communication and soft skills, making them more employable to future employers across multiple career clusters. (Grades 6-12)

# JA Economics for Success

Session Descriptions	Academic Standards	CEE Financial Literacy Standards	Common Core ELA	Common Core Math
<p><b>Session One: Mirror, Mirror</b></p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Use personal reflection to explain self-knowledge</li> <li>▪ Apply their skills, interests, and values to help determine a potential career path</li> </ul>	<p><b>Career Development</b></p> <p>4 Communicate clearly and effectively and with reason.</p>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I.2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p>	<p><b>Grade 6</b> RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.2,4 SL.8.1 L.8.1,3,4</p>	
<p><b>Session Two: Be a Success</b></p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the connection between goal setting, personal finance, education, and career choices</li> <li>▪ Apply decision making to education and career choices</li> </ul>	<p><b>Social Studies</b></p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p><b>Career Development</b></p> <p>4 Communicate clearly and effectively and with reason.</p>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I.2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I.4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I.6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money</p> <p>I.7 People often use a portion of their savings to help themselves or their family members build human capital through education or job training.</p>	<p><b>Grade 6</b> RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS3 6.NS.C.5</p>

# JA Economics for Success

Session Descriptions	Academic Standards	CEE Financial Literacy Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Keeping Your Balance</b></p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize that a balanced budget is important for all workers</li> <li>▪ Define the term income and differentiate between gross and net income</li> <li>▪ Name ways to balance a budget</li> </ul>	<p><b>Social Studies</b></p> <p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>HP 1 (5-6)-1.d. Identifying the point of view of a historical source (e.g., media sources).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p><b>Career Development</b></p> <p>8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>4 Communicate clearly and effectively and with reason.</p>	<p>I.2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I.5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I.7 People often use a portion of their savings to help themselves or their family members build human capital through education or job training.</p> <p>II. 5 A budget includes fixed and variable expenses, as well as income, savings, and taxes.</p> <p>II. 6 People may revise their budget based on unplanned expenses and changes in income.</p> <p>III. 2 For the saver, an interest rate is the price a financial institution pays for using a saver’s money and is normally expressed as an annual percentage of the amount saved.</p> <p>III. 7 The value of a person’s savings in the future is determined by the amount saved and the interest rate.</p> <p>III. 8 Different people save money for different reasons</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p> <p><b>Grade 7</b> 7.RP.A.3</p>
<p><b>Session Four: Savvy Shopper</b></p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the differences between debit and credit cards</li> <li>▪ Explain the advantages and disadvantages of both cards</li> <li>▪ Recognize the importance of taking personal responsibility for financial decisions</li> </ul>	<p><b>Social Studies</b></p> <p>C&amp; G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p>II. 2 By understanding a source’s incentives in providing information about a good or service, a consumer can better assess the quality and usefulness of the information.</p> <p>II.3 People choose from a variety of payment methods in order to buy goods and services.</p> <p>II.4 Choosing a payment method entails weighing the costs and benefits of the different payment options.</p> <p>IV.3 A credit card purchase is a loan from the financial institution that issued the card.</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p> <p><b>Grade 7</b> 7.RP.A.3</p>

# JA Economics for Success

Session Descriptions	Academic Standards	CEE Financial Literacy Standards	Common Core ELA	Common Core Math
<p><b>Session Five: Keeping Score</b></p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the favorable or unfavorable consequences of a high or low personal credit score</li> <li>▪ Explain actions that cause a credit score to go up or down</li> </ul>	<p><b>Social Studies</b></p> <p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p>III.3 Interest rates paid on savings and charged on loans, like all prices, are determined in a market.</p> <p>IV.1 People who apply for loans are told what the interest rate on the loan will be. An interest rate is the price of using someone else’s money expressed as an annual percentage of the loan principal.</p> <p>IV.2 The longer the repayment period on a loan and the higher the interest rate on the loan, the larger is the total amount of interest charged on a loan.</p> <p>IV.3 A credit card purchase is a loan from the financial institution that issued the card. Credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use.</p> <p>IV.4 Borrowers who use credit cards for purchases and who do not pay the full balance when it is due pay much higher costs for their purchases because interest is charged monthly.</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p>
<p><b>Session Six: What’s the Risk?</b></p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explore the cost and consequence of risk</li> <li>▪ Explain how insurance provides a method to minimize financial risk</li> <li>▪ Identify the opportunity cost of having insurance</li> <li>▪ Assess how personal responsibility plays a part in minimizing risk</li> </ul>	<p><b>Career Development</b></p> <p>8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>VI.1 Personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.</p> <p>VI.2 Insurance is a product that allows people to pay a fee (called a premium) now to transfer the costs of a potential loss to a third party.</p>	<p><b>Grade 6</b> SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> SL.8.1 L.8.1,3,4</p>	

# JA Global Marketplace

Session Details	Academic Standards	Common Core English Language Arts	Common Core Math
<p><b>Session One: Business and Customer</b></p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify what a business gains from an exchange with a customer</li> <li>▪ Identify what a customer gains from an exchange with a business</li> <li>▪ Define ethics and ethical dilemma (Deeper Look)</li> <li>▪ Identify the stakeholders of a business.</li> <li>▪ Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise</p> <p>C&amp;G 5 (5-6)-1.a. Identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others.</p> <p>HP 1 (5-6)-1.d. Identifying the point of view of a historical source (e.g., media sources). E 1 (5-6)-1.b. Identifying the role of producers and consumers in real-world and historical context.</p> <p>E 1 (7-8)-1.b. Explaining the relationship between the producers in an real-world and historical context.</p> <p>E 2 (7-8)-1.b. Comparing and contrasting different market systems by having students explain the role of the buyers and sellers in those systems.</p> <p>E 2 (7-8)-2.a. Describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.</p> <p>E 2 (7-8)-2.b. Explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.</p>	<p><b>Grade 6</b></p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>	NA
<p><b>Session Two: Business and Culture</b></p> <p>Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify business-related, cultural differences throughout the world</li> <li>▪ Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit</li> <li>▪ Identify cultural differences throughout the world that affect social interaction and communication</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise</p> <p>C&amp;G 5 (5-6)-1.a. Identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others.</p> <p>HP 1 (5-6)-1.d. Identifying the point of view of a historical source (e.g., media sources).</p> <p>HP 3 (5-6)-2.c. Identifying the cultural influences that shape individuals and historical events.</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>E 2 (7-8)-1.b. Comparing and contrasting different market systems by having students explain the role of the buyers and sellers in those systems.</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>	NA

# JA Global Marketplace

Session Details	Academic Standards	Common Core English Language Arts	Common Core Math
<p><b>Session Three: Global Trade</b></p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify reasons why countries trade</li> <li>▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs</li> <li>▪ Apply key terms related to trade.</li> <li>▪ Describe how improvements in technology can influence international trade</li> </ul>	<p>C&amp;G 5 (5-6)-1.a. Identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others.</p> <p>HP 1 (5-6)-1.d. Identifying the point of view of a historical source (e.g., media sources). G 1 (5-6)-1.c. Differentiating between local, regional, and global scales (e.g., location of continents and oceans).</p> <p>G 1 (5-6)-2.a. Recognizing spatial information provided by different types of maps (e.g., physical, political, map</p> <p>G 1 (5-6)-2.b. Interpreting the spatial information from maps to explain the importance of the data projections).</p> <p>E 2 (5-6)-1.b. Identifying and explaining how supply, demand, and incentives affect consumer and producer decision making (e.g., division of labor/specialization).</p> <p>E 3 (5-6)-1.a. Depicting the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).</p> <p>C&amp;G 5 (7-8)-1.b. Identifying, describing, and explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected</p> <p>G 1 (7-8)-1.a. Identifying and utilizing a variety of maps for different purposes.</p> <p>G 1 (7-8)-2.a. Analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.</p> <p>E 3 (7-8)-1.a. Explaining the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).</p>	<p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>	<p><b>Mathematical Practices</b> 2-3 6-7</p>
<p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define specialization</li> <li>▪ Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs</li> <li>▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise</p> <p>C&amp;G 5 (5-6)-1.a. Identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others. G 1 (5-6)-2.a. Recognizing spatial information provided by different types of maps (e.g., physical, political, map projections).</p> <p>G 1 (5-6)-2.b. Interpreting the spatial information from maps to explain the importance of the data.</p> <p>E 2 (5-6)-1.b. Identifying and explaining how supply, demand, and incentives affect consumer and producer decision making (e.g., division of labor/specialization).</p> <p>E 3 (5-6)-1.a. Depicting the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 5 (7-8)-1.b. Identifying, describing, and explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected</p> <p>G 1 (7-8)-2.a. Analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p><b>MATH</b> 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p>	<p><b>MATH</b> 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p><b>Mathematical Practices</b> 1-2 4-7</p>



# JA Global Marketplace

Session Details	Academic Standards	Common Core English Language Arts	Common Core Math
<p><b>Session Five: Trade Barriers</b></p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify examples of trade barriers</li> <li>▪ Analyze the consequences of trade barriers on businesses, employees, and customers</li> <li>▪ Explain why balance of trade matters to businesses, customers, and employees</li> </ul>	<p>HP 1 (5-6)-1.d. Identifying the point of view of a historical source (e.g., media sources).</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>	<p><b>Mathematical Practices</b> <b>1-3</b> <b>6-7</b></p>
<p><b>Session Six: Currency</b></p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define currency and exchange rate</li> <li>▪ Recognize that different countries have different forms of currency</li> <li>▪ Recognize that each currency has a different value, which is determined through a variable exchange rate</li> </ul>	<p>E 2 (5-6)-1.a. Identifying the benefits and barriers of different means of exchange (e.g., barter, credit, and currency).</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>	<p><b>MATH</b> 6.NSA.3 6.RP.3 6.EE.4</p> <p>7.RP.2 7.NS.3</p> <p><b>Mathematical Practices</b> 1-7</p>



# JA Global Marketplace

Session Details	Academic Standards	Common Core English Language Arts	Common Core Math
<p><b>Session Seven: Global Workforce</b></p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages</li> <li>▪ Express specific steps that would need to be taken to obtain work in another country</li> <li>▪ Recognize the value of a second language for future job opportunities</li> </ul>	<p>(5-6)-3.b. Demonstrating the ability to compromise</p> <p>HP 1 (5-6)-1.d. Identifying the point of view of a historical source (e.g., media sources).</p> <p>E 2 (5-6)-1.b. Identifying and explaining how supply, demand, and incentives affect consumer and producer decision making (e.g., division of labor/specialization).</p> <p>E 3 (5-6)-1.a. Depicting the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).</p>		<p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

# JA It's My Business!

Session Details	Social Studies Standards	Financial Literacy/Career Development	Common Core ELA
<p><b>Session One: Entrepreneurs</b></p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship and social entrepreneurship</li> <li>▪ Describe the relationship between a business and its products and service</li> <li>▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p><b>Financial Literacy</b></p> <p>I. 8 Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1-5</p>
<p><b>Session Two: Market and Need</b></p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define market and need</li> <li>▪ Explain the importance of identifying market and need when developing new product or service ideas</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>HP 1 (5-6)-1.c. Asking and answering historical questions, organizing information, and evaluating information in terms of relevance.</p> <p>E 1 (5-6)-1.c. Identifying and differentiating between surplus, subsistence, and scarcity.</p> <p>E 1 (5-6)-3.b. Identifying how scarcity impacts the movement of people and goods.</p> <p>HP 1 (7-8)-1.c. Asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness</p> <p>HP 1 (7-8)-2.b. Developing, expanding, and supporting an historical thesis, based on a series of events.</p> <p>E 1 (7-8)-1.c. Researching and analyzing the impact of surplus, subsistence, and scarcity.</p> <p>E 1 (7-8)-3.b. Explaining how scarcity impacts the organization of society and development of civilization.</p>	<p>NA</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

# JA It's My Business!

Session Details	Social Studies Standards	Financial Literacy/Career Development	Common Core ELA
<p><b>Session Three: Innovative Ideas</b></p> <p>Students learn about innovative idea generation and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business</li> <li>▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>HP 4 (5-6)-2.a. Citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.</p> <p>HP 4 (5-6)-2.c. Describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/nation.</p> <p>E 2 (5-6)-2.a. Identifying how inventions, innovations, and technology stimulate economic growth.</p> <p>HP 4 (7-8)-2.a. Identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.</p> <p>E 2 (7-8)-2.a. Describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.</p> <p>E 2 (7-8)-2.b. Explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.</p>	<p><b>Financial Literacy</b></p> <p>I. 8 Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p> <p><b>Career Development</b></p> <p>6 Demonstrate creativity and innovation.</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI. 6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p><b>Session Four: Testing the Market</b></p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Discuss the importance of market research in the product development process</li> <li>▪ Describe multiple types of survey questions</li> </ul>	<p>HP 4 (5-6)-2.a. Citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.</p> <p>HP 4 (5-6)-2.c. Describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/nation.</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p>	<p><b>Financial Literacy</b></p> <p>I. 8 Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p> <p><b>Career Development</b></p> <p>6 Demonstrate creativity and innovation</p> <p>8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI. 8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

# JA It's My Business!

Session Details	Social Studies Standards	Financial Literacy/Career Development	Common Core ELA
<p><b>Session Five: Design and Prototype</b></p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Represent a product idea and its features by using rough sketches and drawings</li> <li>▪ Recognize sketches as an important first step in the prototype process</li> </ul>	<p>HP 4 (5-6)-2.a. Citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.</p> <p>HP 4 (5-6)-2.c. Describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/nation.</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p><b>Financial Literacy</b></p> <p>I. 8 Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p> <p><b>Career Development</b></p> <p>6 Demonstrate creativity and innovation</p> <p>8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p><b>Session Six: Seek Funding</b></p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the elements that make a strong pitch presentation</li> <li>▪ Work together to create and deliver a product pitch for potential funding</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>HP 4 (5-6)-2.a. Citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.</p> <p>HP 4 (5-6)-2.c. Describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/nation.</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p>	<p><b>Financial Literacy</b></p> <p>I. 8 Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p> <p><b>Career Development</b></p> <p>6 Demonstrate creativity and innovation</p> <p>8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

# JA It's My Future

Session Details	Social Studies Standards	Financial Literacy/Career Development	Common Core ELA
<p><b>Session One: My Brand</b></p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the elements of a brand</li> <li>▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career</li> <li>▪ Design a logo that expresses their personal brand</li> </ul>	<p>E 2 (5-6)-1.c. Comparing and contrasting incentives (i.e., advertising and marketing) related to consumer spending.</p> <p>E 2 (7-8)-1.a. Explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.</p> <p>E 2 (7-8)-1.c. Predicting the impact of incentives, like advertising, on the way producers and consumers exchange goods.</p>	<p><b>Financial Literacy</b></p> <p>I.8 Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p><b>Session Two: Career Paths and Clusters</b></p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define careers cluster.</li> <li>▪ Identify jobs in specific career clusters to explore further</li> <li>▪ Recognize the interconnectivity and value of all types of jobs</li> </ul>	<p>NA</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I.5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>

# JA It's My Future

Session Details	Social Studies Standards	Financial Literacy/Career Development	Common Core ELA
<p><b>Session Three: High-Growth Careers</b></p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify specific careers that are forecast to have high- growth rates</li> <li>▪ Consider a variety of factors when selecting a career</li> </ul>	<p>NA</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p><b>Career Development</b></p> <p>10 Plan education and career paths aligned to personal goals.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>

# JA It's My Future

Session Details	Social Studies Standards	Financial Literacy/Career Development	Common Core ELA
<p><b>Session Four: Career Mapping</b></p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify jobs in specific career clusters that they would like to explore further</li> <li>▪ Plan significant milestones they need to reach to earn a particular job</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p> <p>I.7 People often use a portion of their savings to help themselves or their family members build human capital through education or job training.</p> <p><b>Career Development</b></p> <p>10 Plan education and career paths aligned to personal goals.</p>	<p><b>Grade 6</b></p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>



# JA It's My Future

Session Details	Social Studies Standards	Financial Literacy/Career Development	Common Core ELA
<p><b>Session Five: On the Hunt</b></p> <p>Students are introduced to the basics of looking for and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</li> <li>▪ Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume.</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI. 7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p><b>Session Six: Soft Skills</b></p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define and differentiate between technical skills and soft skills</li> <li>▪ Identify specific soft skills they already possess and those they need to improve</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p><b>Career Development</b></p> <p>1 Act as a responsible and contributing citizen and employee.</p> <p>2 Apply appropriate academic and technical skills.</p> <p>5 Consider the environmental, social and economic impacts of decisions.</p> <p>8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>9 Model integrity, ethical leadership and effective management.</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

# JA Career Exploration Fair

Session Descriptions	Financial Literacy	Career Development	Common Core ELA
<p><b>Pre-Fair Session: What Sets You Apart?</b></p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Differentiate between abilities (skills) and values.</li> <li>▪ Identify their personal characteristics.</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p>	<p>8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Complete one pre-fair activity (teacher-led) (optional).</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Complete one post-fair activity (teacher-led) (optional).</li> <li>▪ Complete a student evaluation, if requested.</li> </ul>	<p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p>	<p>1 Act as a responsible and contributing citizen and employee.</p> <p>4 Communicate clearly and effectively and with reason.</p> <p>9 Model integrity, ethical leadership and effective management.</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Career Exploration Fair

Session Descriptions	Financial Literacy	Career Development	Common Core ELA
<p><b>Post-Fair Session</b></p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify a future career goal.</li> <li>▪ Create a personal action plan.</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p>	<p>2 Apply appropriate academic and technical skills.</p> <p>4 Communicate clearly and effectively and with reason.</p> <p>10 Plan education and career paths aligned to personal goals.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 2 RI 4 RI 5 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Speaker Series

Session Descriptions	Financial Literacy	Career Development	Common Core ELA
<p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests.</li> <li>▪ Recognize Career Clusters</li> <li>▪ Recall future high-demand occupations</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p>	<p>4 Communicate clearly and effectively and with reason.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Practice active listening skills.</li> <li>▪ Equate job responsibilities with skills and interests</li> </ul>	<p>I.6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p> <p>I.8 Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p>	<p>2 Apply appropriate academic and technical skills.</p> <p>9 Model integrity, ethical leadership and effective management.</p>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize Career Clusters</li> </ul>	<p>NA</p>	<p>2 Apply appropriate academic and technical skills.</p> <p>10 Plan education and career paths aligned to personal goals.</p>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 2 W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Excellence through Ethics

Session Descriptions	Financial Literacy	Career Development	Common Core ELA
<p><b>Day of the Visit</b></p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Define ethics, ethical dilemma, values, core values, and interdependence.</li> <li>• Articulate how one's core values affects one's choices.</li> <li>• Articulate and identify the steps necessary to make ethical decisions.</li> <li>• Recognize that individual ethics affect the greater community.</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p>	<p>9 Model integrity, ethical leadership and effective management.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3 SL 4</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Reflection Activity</b></p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>• Apply key terms and concepts used in the volunteer-led activities.</li> <li>• Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</li> <li>• Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p>	<p>2 Apply appropriate academic and technical skills.</p> <p>4 Communicate clearly and effectively and with reason.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Inspire

Session Descriptions	Financial Literacy	Career Development	Common Core ELA
<p><b>Session One: Career Planning Starts with You</b></p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters that match their skills and interests.</li> <li>▪ Assess their soft skills and identify need for improvement.</li> <li>▪ Identify industries and jobs that offer opportunities.</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p>	<p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>HP 1 (7-8)-1.c. Asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness.</p> <p><b>Career Development</b></p> <p>4 Communicate clearly and effectively and with reason.</p> <p>10 Plan education and career paths aligned to personal goals.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Two: Making the Most of JA Inspire</b></p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify companies that they want to learn more about at the JA Inspire event. Three is a good number.</li> <li>▪ Prepare questions that they want to ask and practice asking them.</li> <li>▪ Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer and helps to connect them with the company volunteers.</li> <li>▪ Express their expectations of the upcoming event.</li> </ul>	<p>I.6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p>	<p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>HP 1 (7-8)-2.b. Developing, expanding, and supporting an historical thesis, based on a series of events.</p> <p><b>Career Development</b></p> <p>2 Apply appropriate academic and technical skills.</p> <p>4 Communicate clearly and effectively and with reason.</p> <p>9 Model integrity, ethical leadership and effective management.</p> <p>10 Plan education and career paths aligned to personal goals.</p> <p>11 Use technology to enhance productivity.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7 W 8</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Inspire

Session Descriptions	Financial Literacy	Career Development	Common Core ELA
<p><b>Session Three: JA Inspire Event</b></p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Make connections with adults who have jobs in careers that interest them.</li> <li>▪ See the connection between high school programming choices and careers.</li> <li>▪ Collect information about the education required to be successful in a job.</li> <li>▪ Practice soft skills.</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p> <p>I.8 Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p>	<p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p><b>Career Development</b></p> <p>4 Communicate clearly and effectively and with reason.</p> <p>9 Model integrity, ethical leadership and effective management.</p> <p>10 Plan education and career paths aligned to personal goals.</p> <p>11 Use technology to enhance productivity.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>Session Four: Debrief and Next Steps</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event.</li> <li>▪ Identify next steps, including exploration of high school coursework and other research.</li> <li>▪ Understand relevant business communication practices.</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p>	<p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p><b>Career Development</b></p> <p>2 Apply appropriate academic and technical skills.</p> <p>4 Communicate clearly and effectively and with reason.</p> <p>10 Plan education and career paths aligned to personal goals.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 3 W 4 W 5</p> <p><b>Language</b> L 3 L 4 L 6</p>



## JA It's My Job (Soft Skills)

Session Descriptions	Financial Literacy	Career Development	Common Core ELA
<p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the importance of manners as an element of professionalism.</li> <li>▪ Identify language and style appropriate for the workplace.</li> </ul>	<p>NA</p>	<p>1 Act as a responsible and contributing citizen and employee.</p> <p>4 Communicate clearly and effectively and with reason.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 4</p> <p><b>Speaking and Listening</b> SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L 1 L 2 L 3 L 4 L 6</p>
<p><b>Applications and Resumes</b></p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify information necessary for a job application.</li> <li>▪ Recognize key features and formatting of resumes.</li> <li>▪ Use appropriate language for a resume.</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p>	<p>1 Act as a responsible and contributing citizen and employee.</p> <p>2 Apply appropriate academic and technical skills.</p> <p>4 Communicate clearly and effectively and with reason.</p> <p>10 Plan education and career paths aligned to personal goals.</p>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L 1 L 2 L 3 L 4 L 6</p>

## JA It's My Job (Soft Skills)

Session Descriptions	Financial Literacy	Career Development	Common Core ELA
<p><b>Interviewing for a Job</b></p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify appropriate content for a personal brag sheet</li> <li>▪ Adapt personal information to interview situations.</li> <li>▪ Develop answers to common interview questions.</li> <li>▪ Recognize appropriate professional dress and demeanor for a job interview.</li> </ul>	<p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p>	<p>2 Apply appropriate academic and technical skills.</p> <p>4 Communicate clearly and effectively and with reason.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L1 L 2 L 3 L 4 L 6</p>
<p><b>Cell Phones in the Workplace</b></p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>▪ Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>▪ Adapt cell phone behavior and functions for professional uses.</li> <li>▪ Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	<p>NA</p>	<p>1 Act as a responsible and contributing citizen and employee.</p> <p>2 Apply appropriate academic and technical skills.</p> <p>4 Communicate clearly and effectively and with reason.</p> <p>5 Consider the environmental, social and economic impacts of decisions.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>

## JA It's My Job (Soft Skills)

Session Descriptions	Financial Literacy	Career Development	Common Core ELA
<p><b>Workplace Communication</b></p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify and use an appropriate professional tone in workplace communication.</li> <li>▪ Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>▪ Enable cooperative and productive group interactions.</li> <li>▪ Communicate to solve problems collaboratively and respectfully.</li> </ul>	NA	<p>4 Communicate clearly and effectively and with reason.</p> <p>5 Consider the environmental, social and economic impacts of decisions.</p> <p>9 Model integrity, ethical leadership and effective management.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>
<p><b>Workplace Writing</b></p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Use proper spelling, grammar, and punctuation in the workplace.</li> <li>▪ List best practices for effective business writing.</li> <li>▪ Use clear language and appropriate style for written communication in the workplace.</li> <li>▪ Identify important ideas and express them clearly and concisely in writing.</li> </ul>	NA	<p>4 Communicate clearly and effectively and with reason.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4 W5 W6</p> <p><b>Language</b></p> <p>L1 L 2 L 3 L 4 L 6</p>