



empowering young people to
own their economic success®

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

Updated November 2020 (2021)
[Florida Social Studies Standards](#)
[Florida Employability Skills Framework](#)
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 Florida Social Studies Standards and the Florida Employability Framework and the Reading and Writing Standards for Literacy in History/Social Studies and mathematics, 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*](#)[®] 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*](#)[®] 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*](#)[®] 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*](#)[®] 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*](#)[™] 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*](#)[™] is an event where students learn about a range of career options across multiple career clusters. (Grades K-12)

[*JA Career Speakers Series*](#)[™] 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*](#)[™] 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*](#)[™] (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	Employability Standards	Common Core Math	Florida Standards for Literacy in History/Social Studies
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge ▪ Apply their skills, interests, and values to help determine a potential career path 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively 	<p style="text-align: center;">NA</p>	<p>LAFS.68.WHST.3.8</p>

JA Economics for Success

Session Descriptions	Academic Standards	Employability Standards	Common Core Math	Florida Standards for Literacy in History/Social Studies
<p>Session Two: Be a Success</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Observes carefully <p>Resource Management</p> <ul style="list-style-type: none"> • Manages time • Manages money • Manages materials 	<p>Grade 6</p> <p>6.NS3 6.NS.C.5</p>	<p>LAFS.68.WHST.1.1.c LAFS.68.WHST.1.1.d LAFS.68.WHST.1.1.e LAFS.68.WHST.1.2.b LAFS.68.WHST.1.2.c LAFS.68.WHST.1.2.d LAFS.68.WHST.1.2.e LAFS.68.WHST.1.2.f LAFS.68.WHST.2.4</p>

JA Economics for Success

Session Descriptions	Academic Standards	Employability Standards	Common Core Math	Florida Standards for Literacy in History/Social Studies
<p>Session Three: Keeping Your Balance</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers ▪ Define the term income and differentiate between gross and net income ▪ Name ways to balance a budget 	<p>Grade 7</p> <p>SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.</p> <p>SS.7.C.2.2 Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</p> <p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p> <p>SS.8.FL.2.5 Discuss the fact that people may revise their budget based on unplanned expenses and changes in income.</p> <p>SS.8.FL.3.7 Discuss the different reasons that people save money, including large purchases (such as higher education, autos, and homes), retirement, and unexpected events. Discuss how people’s tastes and preferences influence their choice of how much to save and for what to save.</p>	<p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information • Uses information <p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills • Uses mathematical strategies and procedures <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Works independently 	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>	<p>LAFS.68.WHST.3.8</p>

JA Economics for Success

Session Descriptions	Academic Standards	Employability Standards	Common Core Math	Florida Standards for Literacy in History/Social Studies
<p>Session Four: Savvy Shopper</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the differences between debit and credit cards ▪ Explain the advantages and disadvantages of both cards ▪ Recognize the importance of taking personal responsibility for financial decisions 	<p>Grade 8</p> <p>SS.8.FL.4.2 Identify a credit card purchase as a loan from the financial institution that issued the card. Explain that 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>SS.8.FL.4.3 Examine the fact that 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. Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.</p> <p>SS.8.FL.4.4 Explain that lenders charge different interest rates based on the risk of nonpayment by borrowers. Describe why the higher the risk of nonpayment, the higher the interest rate charged by financial institutions, and the lower the risk of nonpayment, the lower the interest rate charged.</p>	<p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline 	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>	<p>LAFS.68.RH.2.4</p> <p>LAFS.68.WHST.3.8</p>

JA Economics for Success

Session Descriptions	Academic Standards	Employability Standards	Common Core Math	Florida Standards for Literacy in History/Social Studies
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score ▪ Explain actions that cause a credit score to go up or down 	<p>Grade 8</p> <p>SS.8.FL.4.2 Identify a credit card purchase as a loan from the financial institution that issued the card.</p> <p>Explain that 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>SS.8.FL.4.3 Examine the fact that 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>Explain how a credit card user can avoid interest charges by paying the entire balance within the grace period specified by the financial institution.</p>	<p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information <p>Resource Management</p> <ul style="list-style-type: none"> • Manages time • Manages materials <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Adapts and shows flexibility 	<p>Grade 6</p> <p>6.NS.B.3</p> <p>6.NS.C.5</p>	<p>LAFS.68.RH.2.4.</p> <p>LAFS.68.WHST.3.8</p>

JA Economics for Success

Session Descriptions	Academic Standards	Employability Standards	Common Core Math	Florida Standards for Literacy in History/Social Studies
<p>Session Six: What’s the Risk?</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk ▪ Explain how insurance provides a method to minimize financial risk ▪ Identify the opportunity cost of having insurance ▪ Assess how personal responsibility plays a part in minimizing risk 	<p>Grade 7</p> <p>SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.</p> <p>Grade 8</p> <p>SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p>SS.8.FL.6.1 Analyze the fact that personal financial risk exists when unexpected events can damage health, income, property, wealth, or future opportunities.</p> <p>SS.8.FL.6.2 Identify insurance as 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>SS.8.FL.6.3 Describe how a person may self-insure by accepting a risk and saving money on a regular basis to cover a potential loss.</p> <p>SS.8.FL.6.4 Discuss why insurance policies that guarantee higher levels of payment in the event of a loss (coverage) have higher prices.</p> <p>SS.8.FL.6.5 Discuss that insurance companies charge higher premiums to cover higher-risk individuals and events because the risk of monetary loss is greater for these individuals and events.</p> <p>SS.8.FL.6.6 Explain that individuals can choose to accept some risk, to take steps to avoid or reduce risk, or to transfer risk to others through the purchase of insurance and that each option has different costs and benefits.</p>	<p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively • Makes sound decisions • Solves problems <p>Information Use</p> <ul style="list-style-type: none"> • Locates information <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively 	<p>NA</p>	<p>LAFS.68.WHST.3.8</p>

JA Global Marketplace

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer ▪ Identify what a customer gains from an exchange with a business ▪ Define ethics and ethical dilemma (Deeper Look) ▪ Identify the stakeholders of a business. ▪ Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look) 	<p>Grade 7</p> <p>SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</p> <p>SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.</p> <p>Grade 8</p> <p>SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p>SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p>	<p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively <p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Uses reading skills <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates integrity 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.2.5</p> <p>LAFS.68.RH.2.6</p> <p>LAFS.68.RH.3.8</p>
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Grade 6</p> <p>SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.</p> <p>Grade 7</p> <p>SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</p> <p>Grade 8</p> <p>SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates a willingness to learn 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.2.5</p> <p>LAFS.68.RH.2.6</p> <p>LAFS.68.RH.3.8</p>

JA Global Marketplace

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session Three: Global Trade</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade ▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade 	<p>Grade 6</p> <p>SS.6.G.1.2 Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.</p> <p>SS.6.G.1.4 Utilize tools geographers use to study the world.</p> <p>SS.6.G.1.5 Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</p> <p>Grade 7</p> <p>SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.</p> <p>Grade 8</p> <p>SS.8.E.2.1 Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</p> <p>SS.8.E.3.1 Evaluate domestic and international interdependence.</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Understands teamwork and works with others • Responds to customer needs <p>Resource Management</p> <ul style="list-style-type: none"> • Manages time • Manages materials 	<p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.2.5</p> <p>LAFS.68.RH.2.6</p> <p>LAFS.68.RH.3.8</p>
<p>Session Four: Why Countries Specialize</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>Grade 7</p> <p>SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.</p> <p>Grade 8</p> <p>SS.8.E.3.1 Evaluate domestic and international interdependence.</p>	<p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively • Makes sound decisions <p>Systems Thinking</p> <ul style="list-style-type: none"> • Understands and uses systems 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.2.5</p> <p>LAFS.68.RH.2.6</p> <p>LAFS.68.RH.3.8</p>

JA Global Marketplace

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session Five: Trade Barriers</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify examples of trade barriers ▪ Analyze the consequences of trade barriers on businesses, employees, and customers ▪ Explain why balance of trade matters to businesses, customers, and employees 	<p>Grade 6</p> <p>SS.6.E.3.4. Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</p> <p>Grade 7</p> <p>SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Solves problems • Reasons 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.2.5</p> <p>LAFS.68.RH.2.6</p> <p>LAFS.68.RH.3.8</p>
<p>Session Six: Currency</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define currency and exchange rate ▪ Recognize that different countries have different forms of currency ▪ Recognize that each currency has a different value, which is determined through a variable exchange rate 	<p>Grade 7</p> <p>SS.7.E.3.1 Explain how international trade requires a system for exchanging currency between and among nations.</p> <p>SS.7.E.3.2 Assess how the changing value of currency affects trade of goods and services between nations.</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> • Understands and uses systems <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Works independently 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p>

JA Global Marketplace

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages ▪ Express specific steps that would need to be taken to obtain work in another country ▪ Recognize the value of a second language for future job opportunities 	<p>Grade 7</p> <p>SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</p> <p>Grade 8</p> <p>SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p> <p>SS.8.E.3.1 Evaluate domestic and international interdependence.</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Understands teamwork and works with others • Responds to customer needs • Exercises leadership <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p>

JA It's My Business!

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session One: Entrepreneurs</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship ▪ Describe the relationship between a business and its products and service ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves 	<p>Grade 7</p> <p>SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</p> <p>SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p> <p>Grade 8</p> <p>SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p>SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Takes initiative • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p>
<p>Session Two: Market and Need</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define market and need ▪ Explain the importance of identifying market and need when developing new product or service ideas 	<p>Grade 6</p> <p>SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</p> <p>Grade 7</p> <p>SS.7.E.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Understands teamwork and works with others <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.1.3</p>

JA It's My Business!

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session Three: Innovative Ideas</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea 	<p>Grade 7</p> <p>SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.</p> <p>SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p> <p>Grade 8</p> <p>SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p>SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p>	<p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Solves problems • Reasons • Plans and organizes <p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Understands teamwork and works with others • Respects individual differences 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.3.7</p>
<p>Session Four: Testing the Market</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process ▪ Describe multiple types of survey questions 	<p>Grade 7</p> <p>SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p> <p>Grade 8</p> <p>SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p>SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p>	<p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills <p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Understands teamwork and works with others 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.3.8</p>

JA It's My Business!

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session Five: Design and Prototype</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Represent a product idea and its features by using rough sketches and drawings ▪ Recognize sketches as an important first step in the prototype process 	<p>Grade 7</p> <p>SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p>	<p>Resource Management</p> <ul style="list-style-type: none"> • Manages time • Manages materials <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Works independently • Demonstrates a willingness to learn 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.3.7</p>
<p>Session Six: Seek Funding</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the elements that make a strong pitch presentation ▪ Work together to create and deliver a product pitch for potential funding 	<p>Grade 7</p> <p>SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p> <p>Grade 8</p> <p>SS.8.E.1.1 Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.</p> <p>SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing 	<p>LAFS.68.WHST.1.2</p> <p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p>

JA It's Future

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session One: My Brand</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career ▪ Design a logo that expresses their personal brand 	<p>Grade 7 SS.7.E.2.4 Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.</p> <p>Grade 8 SS.8.E.2.1 Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy. SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks creatively 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.3.7</p>
<p>Session Two: Career Paths and Clusters</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers cluster. ▪ Identify jobs in specific career clusters to explore further ▪ Recognize the interconnectivity and value of all types of jobs 	<p>Grade 8 SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers. SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities. SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person's human capital and productivity. SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills. SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others. SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.3.7</p>

JA It's Future

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session Three: High-Growth Careers</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high- growth rates ▪ Consider a variety of factors when selecting a career 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p>	<p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information • Uses information • Analyzes information 	<p>LAFS.68.WHST.3.8</p> <p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.3.7</p>
<p>Session Four: Career Mapping</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to explore further ▪ Plan significant milestones they need to reach to earn a particular job 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Works independently <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>

JA It's Future

Session Details	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session Five: On the Hunt</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Understands teamwork and works with others • Responds to customer needs • Exercises leadership <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Conveys information in writing 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>
<p>Session Six: Soft Skills</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define and differentiate between technical skills and soft skills ▪ Identify specific soft skills they already possess and those they need to improve 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Demonstrates a willingness to learn • Demonstrates integrity • Demonstrates professionalism • Takes responsibility for professional growth 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>

Session Descriptions	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session One: Career Planning Starts with You</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters that match their skills and interests. ▪ Assess their soft skills and identify need for improvement. ▪ Identify industries and jobs that offer opportunities. 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates integrity • Displays positive attitude and sense of self-worth <p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>
<p>Session Two: Making the Most of JA Inspire</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify companies that they want to learn more about at the JA Inspire event. Three is a good number. ▪ Prepare questions that they want to ask and practice asking them. ▪ 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. ▪ Express their expectations of the upcoming event. 	<p>Grade 8</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Resource Management •</p> <p>Manages time</p> <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates professionalism • Takes initiative 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p> <p>LAFS.68.WHST.3.8</p>

JA Inspire

Session Descriptions	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session Three: JA Inspire Event</p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make connections with adults who have jobs in careers that interest them. ▪ See the connection between high school programming choices and careers. ▪ Collect information about the education required to be successful in a job. ▪ Practice soft skills. 	<p>NA</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates professionalism • Takes initiative <p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively <p>Resource Management •</p> <p>Manages time</p> <ul style="list-style-type: none"> • Manages materials 	<p>LAFS.68.WHST.3.8</p>
<p>Session Four: Debrief and Next Steps</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event. ▪ Identify next steps, including exploration of high school coursework and other research. ▪ Understand relevant business communication practices. 	<p>Grade 7</p> <p>SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.</p> <p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills <p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates professionalism • Takes initiative • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p> <p>LAFS.68.WHST.3.8</p>

JA Career Exploration Fair

Session Descriptions	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills <p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>
<p>The Day of the Fair</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Complete one pre-fair activity (teacher-led) (optional). ▪ Express how jobs require specific interests and skills. ▪ Complete one post-fair activity (teacher-led) (optional). ▪ Complete a student evaluation, if requested. 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively <p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information • Uses information • Analyzes information • Communicates Information 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>

JA Career Exploration Fair

Session Descriptions	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify a future career goal. ▪ Create a personal action plan. 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Works independently • Takes initiative • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>

JA Career Speaker Series

Session Descriptions	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.</p> <p>SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p>	<p>Critical Thinking Skills</p> <ul style="list-style-type: none"> • Thinks critically • Thinks creatively • Reasons 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	<p>Grade 8</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p>	<p>Information Use</p> <ul style="list-style-type: none"> • Locates information • Organizes information • Uses information • Analyzes information • Communicates Information 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>

JA Excellence through Ethics

Session Descriptions	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Day of the Visit</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define ethics, ethical dilemma, values, core values, and interdependence. ▪ Articulate how one's core values affects one's choices. ▪ Articulate and identify the steps necessary to make ethical decisions. ▪ Recognize that individual ethics affect the greater community. 	<p>Grade 8</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates responsibility and self-discipline • Demonstrates a willingness to learn • Demonstrates integrity 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>
<p>Reflection Activity</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply key terms and concepts used in the volunteer-led activities. ▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. 	<p>Grade 8</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates integrity • Displays positive attitude and sense of self-worth 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of manners as an element of professionalism. ▪ Identify language and style appropriate for the workplace. 	<p>Grade 8</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrates professionalism • Takes initiative • Displays positive attitude and sense of self-worth • Takes responsibility for professional growth 	<p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>
<p>Applications and Resumes</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify information necessary for a job application. ▪ Recognize key features and formatting of resumes. ▪ Use appropriate language for a resume. 	<p>Grade 8</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.WHST.2.4</p> <p>LAFS.68.WHST.2.5</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Interviewing for a Job</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify appropriate content for a personal brag sheet ▪ Adapt personal information to interview situations. ▪ Develop answers to common interview questions. ▪ Recognize appropriate professional dress and demeanor for a job interview. 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.5 Examine the fact that investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime, with some education or training having a higher rate of return than others.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing 	<p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>
<p>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. ▪ Identify the effects of inappropriate usage of cell phones in the workplace. ▪ Adapt cell phone behavior and functions for professional uses. ▪ Recognize and apply appropriate texting style for communicating in the workplace. 	<p>NA</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing 	<p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.RH.3.7</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Employability Standards	Florida Standards for Literacy in History/Social Studies
<p>Workplace Communication</p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify and use an appropriate professional tone in workplace communication. ▪ Identify appropriate and inappropriate subjects for workplace discussion. ▪ Enable cooperative and productive group interactions. ▪ Communicate to solve problems collaboratively and respectfully. 	<p>Grade 8</p> <p>SS.8.FL.1.1 Explain that careers are based on working at jobs in the same occupation or profession for many years. Describe the different types of education and training required by various careers.</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing <p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.WHST.2.4</p> <p>LAFS.68.WHST.2.5</p>
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use proper spelling, grammar, and punctuation in the workplace. ▪ List best practices for effective business writing. ▪ Use clear language and appropriate style for written communication in the workplace. ▪ Identify important ideas and express them clearly and concisely in writing. 	<p>Grade 8</p> <p>SS.8.FL.1.2 Identify the many decisions people must make over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>SS.8.FL.1.6 Identify the opportunity costs that education, training, and development of job skills have in the terms of time, effort, and money.</p>	<p>Communication Skills</p> <ul style="list-style-type: none"> • Communicates verbally • Listens actively • Comprehends written material • Conveys information in writing <p>Applied Academic Skills</p> <ul style="list-style-type: none"> • Uses reading skills • Uses writing skills 	<p>LAFS.68.RH.1.2</p> <p>LAFS.68.RH.1.3</p> <p>LAFS.68.RH.2.4</p> <p>LAFS.68.WHST.2.4</p> <p>LAFS.68.WHST.2.5</p>