



Junior
Achievement®



empowering young people to
own their economic success®

A Correlation: Indiana Academic Standards and Junior Achievement Middle School Programs

Updated September 2020 (2021)

[Business, Marketing, Information Technology, & Entrepreneurship](#)

[CTE: Family and Consumer Sciences](#)

[Exploring College and Careers](#)

[Employability Standards](#)

Common Core State Standards Included

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org

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 Indiana Social Studies Standards and the Indiana Business, Marketing, Information Technology, & Entrepreneurship Standards; CTE: Family and Consumer Sciences; Financial Literacy, 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	Indiana English/Language Arts Standards	Indiana Math Standards	Indiana Academic Standards												
<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 lifechoices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explainself- knowledge ▪ Apply their skills, interests, andvalues to help determine a potential career path 	<p>Key Ideas and Textual Support RN.2.1-3 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	NA	<p>Employability Skills</p> <p>6-8.M.4 Demonstrate continuous growth in self- understanding</p> <p>6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.</p> <p>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).</p>												
<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 betweengoal setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	<p>Key Ideas and Textual Support RN.2.1-3 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Number System 6.NS.1</p> <p>Computation 6.C.2,3</p> <p>Financial Literacy FLE.2.1</p>	<p>Economics</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Grade 6</td> <td style="width: 50%;">Grade 7</td> </tr> <tr> <td>Grade 8</td> <td></td> </tr> <tr> <td>6.1.6.D</td> <td>6.1.7.D</td> </tr> <tr> <td>6.1.8.D</td> <td></td> </tr> <tr> <td>6.5.6.D</td> <td>6.5.7.A,D</td> </tr> <tr> <td>6.5.8.A,D</td> <td></td> </tr> </table> <p>Employability Skills</p> <p>6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</p> <p>6-8.WE.5 Understand how to meet long-term goals by developing short term goals.</p> <p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p>	Grade 6	Grade 7	Grade 8		6.1.6.D	6.1.7.D	6.1.8.D		6.5.6.D	6.5.7.A,D	6.5.8.A,D	
Grade 6	Grade 7														
Grade 8															
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6.1.8.D															
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6.5.8.A,D															

JA Economics for Success

Session Descriptions	Indiana English/Language Arts Standards	Indiana Math Standards	Indiana Academic Standards										
<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>Key Ideas and Textual Support RN.2.1-3 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Number System 6.NS.1</p> <p>Computation 6.C.2,3 7.C.8 8.C.1</p> <p>Financial Literacy FLE.1.1 FLE.1.4 FLE.3.1</p>	<p>Economics</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Grade 6</td> <td style="width: 50%;">Grade 7</td> </tr> <tr> <td>Grade 8</td> <td></td> </tr> <tr> <td>6.1.6.C</td> <td>6.1.7.C</td> </tr> <tr> <td>6.1.8.C</td> <td>6.5.7.A</td> </tr> <tr> <td>6.5.8.A</td> <td></td> </tr> </table> <p>Employability Skills</p> <p>6-8.WE.4 Understand failure as an opportunity for growth.</p> <p>6-8.WE.5 Understand how to meet long-term goals by developing short term goals.</p>	Grade 6	Grade 7	Grade 8		6.1.6.C	6.1.7.C	6.1.8.C	6.5.7.A	6.5.8.A	
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JA Economics for Success

Session Descriptions	Indiana English/Language Arts Standards	Indiana Math Standards	Indiana Academic Standards
<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>Key Ideas and Textual Support RN.2.1-3 RN.3.1 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Computation 6.C.2,3 7.C.8 8.C.1</p> <p>Financial Literacy FLE.3.4</p>	<p>Economics Grade 6 Grade 7 Grade 8 6.1.6.A-C 6.1.7.A-C 6.1.8.A-C</p> <p>Employability Skills 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility. 6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations.</p>
<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>Key Ideas and Textual Support RN.4.2</p> <p>Vocabulary Building RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Number System 6.NS.1</p> <p>Computation 6.C.2,3 7.C.8</p> <p>Financial Literacy FLE.4.2 FLE.4.3</p>	<p>Employability Skills 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions. 6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.</p>

JA Economics for Success

Session Descriptions	Indiana English/Language Arts Standards	Indiana Math Standards	Indiana Academic Standards												
<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>Vocabulary Building RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Financial Literacy FLE.5.1 FLE.5.2</p>	<p>Economics</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Grade 6</td> <td style="width: 50%;">Grade 7</td> </tr> <tr> <td>Grade 8</td> <td></td> </tr> <tr> <td>6.1.6.C</td> <td>6.1.7.C</td> </tr> <tr> <td>6.1.8.C</td> <td></td> </tr> <tr> <td>6.5.6.D</td> <td>6.5.7.D</td> </tr> <tr> <td>6.5.8.D</td> <td></td> </tr> </table> <p>Employability Skills 6-8.LS.10 Take an active participation in the learning process.</p>	Grade 6	Grade 7	Grade 8		6.1.6.C	6.1.7.C	6.1.8.C		6.5.6.D	6.5.7.D	6.5.8.D	
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JA Global Marketplace

Session Details	Indiana Social Studies Standards	Employability Skills	Indiana English/Language Arts
<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 6</p> <p>6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.</p> <p>6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.</p> <p>Grade 7</p> <p>7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.</p> <p>Grade 8</p> <p>8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p>	<p>6-8.SE.2 Demonstrate an awareness of the needs and rights of others.</p>	<p>Key Ideas and Textual Support RN.2.1-3 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration</p> <p>SL.1 SL.2.1-5 SL.3.1</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>6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.</p> <p>Grade 7</p> <p>7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</p>	<p>6-8.SE.3 Demonstrate an understanding of different cultural practices and others' worldviews.</p>	<p>Key Ideas and Textual Support RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1-3 RV.3.2-3</p> <p>Writing W.5</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1 SL.4.1</p>

JA Global Marketplace

Session Details	Indiana Social Studies Standards	Employability Skills	Indiana English/Language Arts
<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>6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.</p> <p>Grade 7</p> <p>7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.</p> <p>7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.</p> <p>Grade 8</p> <p>8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.</p> <p>6-8.LS.10 Take an active participation in the learning process.</p>	<p>NA</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.1 RV.2.1-2 RV.3.2</p> <p>Writing W.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1 SL.4.1</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 6</p> <p>6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas.</p> <p>6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p> <p>Grade 7</p> <p>7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.</p> <p>Grade 8</p> <p>8.3.1 Read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States.</p>	<p>6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations.</p>	<p>Key Ideas and Textual Support RN.2.1-3</p> <p>Vocabulary Building RV.1 RV.2.1-2 RV.3.2</p> <p>Writing W.5</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>

JA Global Marketplace

Session Details	Indiana Social Studies Standards	Employability Skills	Indiana English/Language Arts
<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 7</p> <p>Grade 7 7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.</p> <p>Grade 8</p> <p>Grade 8 8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.</p>	<p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p>	<p>Key Ideas and Textual Support</p> <p>RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building</p> <p>RV.1 RV.2.1-2 RV.3.2</p> <p>Writing</p> <p>W.3.2</p> <p>Discussion and Collaboration</p> <p>SL.1 SL.2.1-5 SL.3.1 SL.4.1</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 6</p> <p>6.4.3 Explain why international trade requires a system for exchanging currency between various countries.</p> <p>Grade 7</p> <p>7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.</p> <p>Grade 8</p> <p>8.4.6 Trace the development of different kinds of money used in the United States.</p>	<p>6-8.WE.3 Complete tasks or activities with some prompting and guidance</p>	<p>Vocabulary Building</p> <p>RV.1 RV.2.1-2 RV.3.2</p> <p>Writing</p> <p>W.5</p> <p>Discussion and Collaboration</p> <p>SL.1 SL.2.1-5 SL.3.1</p>

JA Global Marketplace

Session Details	Indiana Social Studies Standards	Employability Skills	Indiana English/Language Arts
<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 6</p> <p>6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p> <p>Grade 8</p> <p>8.4.10 Compare and contrast job skills needed in different time periods in United States history.</p>	<p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility</p>	<p>Key Ideas and Textual Support RN.2.1-3</p> <p>Vocabulary Building RV.1 RV.2.1-2 RV.3.2</p> <p>Writing W.5</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>

JA It's My Business!

Session Details	Academic Standards	Employability Standards	Common Core ELA
<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>Exploring College and Careers</p> <p>ECC.1.2 Describe personal aptitudes, interests, and skills</p> <p>ECC.4.1 Identify skills needed for career choices and match to personal abilities and interest.</p> <p>ECC.4.2 Explain the impact of selected careers on lifestyle goals.</p> <p>Business and Information Technology</p> <p>MLB.18.1 Define entrepreneurship and examine its history in the US</p> <p>MLB.18.2 Identify the personal traits/behaviors of a successful entrepreneur.</p>	<p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p> <p>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment.</p> <p>6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</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>Exploring College and Careers</p> <p>ECC.3.1 Demonstrate components of critical and creative thinking.</p> <p>Business and Information Technology</p> <p>MLB.16.2 Practice and exhibit active listening techniques.</p> <p>MLB.17.1 Define marketing and its impact on society. MLB.17.7 Define potential target markets for a specific product or service.</p> <p>MLB.18.6 Recognize the influence of demographics and the economy on entrepreneurial ventures.</p>	<p>6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.SE.2 Demonstrate an awareness of the needs and rights of others.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p>

JA It's My Business!

Session Details	Academic Standards	Employability Standards	Common Core ELA
<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>Exploring College and Careers ECC.3.2 Apply decision-making processes.</p> <p>Business and Information Technology MLB.16.4 Demonstrate the concepts of collaboration with peers as they relate to successful communication both personally and professionally. MLB.17.8 Design a new product or service, or find a way to improve and existing product or service, to meet customer wants.</p>	<p>6-8.M.1 Apply new strategies based on lessons learned from feedback.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</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>Exploring College and Careers ECC.3.2 Apply decision-making processes. ECC.5.2 Demonstrate personal skills needed to succeed in school, life and career.</p> <p>Business and Information Technology MLB.16.3 Differentiate between types of internal and external communications and how they should be designed and distributed. MLB.17.5 Identify how customers' input and feedback can influence a business's marketing strategy. MLB.17.7 Define potential target markets for a specific product or service.</p>	<p>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</p> <p>6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations</p> <p>6-8.LS.10 Take an active participation in the learning process.</p> <p>6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>The Writing Process W.4</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p>

JA It's My Business!

Session Details	Academic Standards	Employability Standards	Common Core ELA
<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>Exploring College and Careers ECC.3.2 Apply decision-making processes.</p> <p>Business and Information Technology MLB.17.8 Design a new product or service, or find a way to improve and existing product or service, to meet customer wants.</p>	<p>6-8.M.1 Apply new strategies based on lessons learned from feedback.</p> <p>6-8.WE.3 Complete tasks or activities with some prompting and guidance.</p> <p>6-8.WE.4 Understand failure as an opportunity for growth.</p> <p>6-8.LS.11 Complete activities and assignments thoroughly and accurately.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1.5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</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>Exploring College and Careers ECC.3.2 Apply decision-making processes.</p> <p>5.2 Demonstrate personal skills needed to succeed in school, life and career.</p> <p>Business and Information Technology MLB.16.5 Display appropriate and professional techniques in public speaking as well as in written and nonverbal communications.</p> <p>MLB.16.6 Create, format, edit, store, and distribute academic, professional, and personal documents for the appropriate audience, purpose, and situation.</p>	<p>6-8.M.4 Demonstrate continuous growth in self- understanding.</p> <p>6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces.</p> <p>6-8.LS.1 Communicate information to audiences in a variety of formats</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1.5 RV.3.2</p> <p>Writing Genres W.3.1-2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p> <p>Presentation of Knowledge and ideas SL.4.1-3</p>

JA It's My Future

Session Details	Academic Standards	Employability Standards	Common Core ELA
<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>Business and Information Technology</p> <p>MLB-6.2 Explore and describe personal aptitudes, interests, and skills through the use of personal assessments.</p> <p>MLB 9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently.</p> <p>Exploring College and Careers</p> <p>ECC.1.2 Describe personal aptitudes, interests, and skills.</p>	<p>6-8.M.4 Demonstrate continuous growth in self- understanding.</p> <p>6-8.LS.1 Communicate information to audiences in a variety of formats</p>	<p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</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>Business and Information Technology</p> <p>MLB-2.1 Use hardware devices and software applications to enhance learning.</p> <p>MLB 7.1 Locate, understand and use career information and resources to set short and long term goals for career decisions.</p> <p>MLB 7.3 Describe the various careers in each of the Career Clusters.</p> <p>Exploring College and Careers</p> <p>ECC.2.2 Locate, understand and use career information and resources.</p> <p>ECC.2.4 Describe the types of careers in each of the 16 Career Clusters.</p> <p>Financial Literacy</p> <p>FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p> <p>FLE.2.2 Identify sources of personal income.</p>	<p>6-8.WE.5 Understand how to meet long-term goals by developing short term goals.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment</p>	<p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p>

JA It's My Future

Session Details	Academic Standards	Employability Standards	Common Core ELA
<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>Business and Information Technology</p> <p>MLB-4.1 Identify various types of online resources and their intended function.</p> <p>MLB 7.2 Identify economic, global, technology, and social trends in the workplace and labor Market.</p> <p>Exploring College and Careers</p> <p>ECC.2.3 Identify workplace and market trends.</p> <p>ECC.4.1 Identify skills needed for career choices and match to personal abilities and interest.</p> <p>Financial Literacy</p> <p>FLE.2.2 Identify sources of personal income.</p>	<p>6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.</p> <p>6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations.</p>	<p>Key Ideas and Textual Support RN.2.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</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>Business and Information Technology</p> <p>MLB 8.1 Demonstrate components of critical and creative thinking when putting life choices and careers through the decision--making process</p> <p>MLB 8.2 Identify choices, options and consequences of life and career decisions.</p> <p>Exploring College and Careers</p> <p>ECC.3.3 Identify choices, options and consequences of life and career decisions.</p> <p>ECC.5.3 Demonstrate appreciation of diversity in school, life and career settings.</p> <p>ECC.6.1 Create the basic components of a personal portfolio.</p> <p>ECC.6.2 Demonstrate school, life and career self--management skills related to responsibility and work ethic.</p>	<p>6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</p>	<p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p>

JA It's My Future

Session Details	Academic Standards	Employability Standards	Common Core ELA
<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>Business and Information Technology</p> <p>MLB 8.3 Identify skills needed for career choices and match to personal abilities and interest.</p> <p>Exploring College and Careers</p> <p>ECC.6.1 Create the basic components of a personal portfolio.</p> <p>ECC. 6.4 Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.</p>	<p>6-8.WE.5 Understand how to meet long-term goals by developing short term goals.</p> <p>6-8.LS.1 Communicate information to audiences in a variety of formats</p> <p>6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.</p> <p>6-8.LS.10 Take an active participation in the learning process.</p>	<p>Key Ideas and Textual Support RN.2.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</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>Business and Information Technology</p> <p>MLB 9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently</p> <p>MLB 9.2 Demonstrate personal and basic employability skills such as attendance, integrity, meeting deadlines, and dependability.</p> <p>Exploring College and Careers</p> <p>ECC.5.2 Demonstrate personal skills that are needed to succeed in school, life and career.</p> <p>ECC.6.2 Demonstrate school, life and career self-management skills related to responsibility and work ethic.</p>	<p>6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces</p> <p>6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</p>	<p>Key Ideas and Textual Support RN.2.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Presentation of Knowledge and ideas SL.4.1-31</p>

JA Inspire

Session Descriptions	School Counseling Competencies	Employability Standards	Common Core ELA
<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>Students will:</p> <p>II.1. 2. completes a skills/abilities assessment and examines how their personal qualities relate to careers of interest</p> <p>III.1. 2. identifies internal and external strengths and personal qualities;</p>	<p>The student will:</p> <p>6-8.M.4 Demonstrate continuous growth in self- understanding.</p> <p>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment.</p>	<p>6-8.RN.2.1.</p> <p>6.RN.2.2</p> <p>6.RN.4.2</p> <p>6-8.RV.2.1</p> <p>6-8.RV.2.2</p> <p>6-8.RV.3.2</p> <p>6-8.SL.1</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>III.3. 5. utilizes interpersonal skills to work well with others; 6. demonstrates self-advocacy skills, such as refusal skills with peer pressure</p>	<p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p> <p>6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces.</p> <p>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment.</p> <p>6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.</p> <p>6-8.LS.10 Take an active participation in the learning process.</p>	<p>6-8.RN.2.1.</p> <p>6.RN.2.2</p> <p>6.RN.4.2</p> <p>6.RV.2.1</p> <p>6-8.RV.2.2</p> <p>6-8.RV.3.2</p> <p>6-8.W.5</p> <p>6-8.SL.1</p>
<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>II.1. 3. utilizes personal (interviews and field observations), print, and electronic resources to explore and research occupations that match their career interests</p> <p>III.1. 4. demonstrates respect of diversity</p> <p>III.2. 3. demonstrates appropriate peer helping skills; III.2.4. identifies ways to participate in school or community service activities;</p>	<p>6-8.WE.3 Complete tasks or activities with some prompting and guidance.</p> <p>6-8.WE.4 Understand failure as an opportunity for growth.</p> <p>6-8.LS.1 Communicate information to audiences in a variety of formats.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.LS.10 Take an active participation in the learning process.</p>	<p>6-8.RN.2.2</p> <p>6.RN.4.2</p> <p>6-8.SL.1</p> <p>6-8.SL.2.1</p> <p>6-8.SL.2.3</p> <p>6-8.SL.2.4</p> <p>7-8.SL.2.5</p> <p>6-8.SL.3.1</p> <p>6-8.ML.1</p>

JA Inspire

Session Descriptions	School Counseling Competencies	Employability Standards	Common Core ELA
<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>I.2. 3. describes career and technical education program options at the high school and/or area career center;</p> <p>I.3. 1. identifies the high school courses needed to keep all desired education and career options open in the future</p> <p>II. 1.1 reexamines career interests based on experiences and/or updated career interest assessment</p> <p>II.2. 2. describes the connection of academic work to high school opportunities and their future career and life goals</p> <p>III.2. 2. identifies a goal and plans for it;</p>	<p>6-8.M.1 Apply new strategies based on lessons learned from feedback.</p> <p>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others</p> <p>6-8.WE.5 Understand how to meet long-term goals by developing short term goals.</p> <p>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p>	<p>6.RN.2.2</p> <p>6.RN.4.2</p> <p>6-8.RV.2.1</p> <p>6-8.RV.2.2</p> <p>6-8.RV.3.2</p> <p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</p>

JA Career Exploration Fair

Session Descriptions	Academic Standards	Employability Standards	Common Core ELA
<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>NECC---1.2 Describe personal aptitudes, interests, and skills. ECC---1.3 Explore personal priorities and goals for life and career.</p> <p>ECC---2.1 Differentiate among job, occupation and career. ECC---2.2 Locate, understand and use career information and resources.</p>	<p>6-8.M.4 Demonstrate continuous growth in self- understanding.</p>	<p>6.RN.2.2 6.RN.4.2 6-8.RV.2.1 6-8.RV.2.2 6-8.RV.3.2 6-8.SL.1</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>ECC---2.3 Identify workplace and labor market trends (such as economic, global, technology, and social). ECC---2.4 Describe the types of careers in each of the 16 Career Clusters.</p>	<p>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.LS.10 Take an active participation in the learning process.</p>	<p>6.RN.2.2 6.RN.4.2 6-8.RV.2.1 6-8.RV.2.2 6-8.RV.3.2 6-8.SL.1 6-8.W.4,5 6-8.W.6.1</p>

JA Career Exploration Fair

Session Descriptions	Academic Standards	Employability Standards	Common Core ELA
<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>ECC---3.3 Identify choices, options and consequences of life and career decisions.</p> <p>4.0 Students will create flexible plans for succeeding in secondary education, college, career and life.</p> <p>ECC---4.1 Identify skills needed for career choices and match to personal abilities and interest.</p>	<p>6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.</p> <p>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).</p> <p>6-8.LS.6 Develop a career plan by identifying a program of study which will lead to further education, training, and/or employment.</p>	<p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</p>

JA Career Speaker Series

Session Descriptions	Academic Standards	Employability Standards	Common Core ELA
<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>ECC---1.2 Describe personal aptitudes, interests, and skills. ECC---1.3 Explore personal priorities and goals for life and career.</p> <p>ECC---1.4 Examine learning style preferences and their application to school and work.</p> <p>ECC---2.4 Describe the types of careers in each of the 16 Career Clusters.</p>	<p>6-8.M.4 Demonstrate continuous growth in self-understanding.</p> <p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p> <p>6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</p>	<p>6.RN.2.2</p> <p>6.RN.4.2</p> <p>6-8.RV.2.1</p> <p>6-8.RV.2.2</p> <p>6-8.RV.3.2</p> <p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</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>ECC---6.2 Demonstrate school, life and career self--management skills related to responsibility and work ethic.</p> <p>ECC---3.3 Identify choices, options and consequences of life and career decisions.</p> <p>ECC---6.4 Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.</p>	<p>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.LS.10 Take an active participation in the learning process.</p> <p>6-8.SE.4 Begin to apply empathic listening skills to enhance the understanding of what the other person is saying.</p>	<p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</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>ECC---5.4 Demonstrate personal leadership skills to lead and inspire others, accomplish common goals, and function effectively in school, life and career settings.</p> <p>ECC---2.3 Identify workplace and labor market trends (such as economic, global, technology, and social). ECC---2.4 Describe the types of careers in each of the 16 Career Clusters.</p>	<p>6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.</p> <p>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values)..</p>	<p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</p>

JA Excellence through Ethics

Session Descriptions	Academic Standards	Employability Standards	Common Core ELA
<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>ECC---1.1 Identify personal and family morals, values, and ethics.</p> <p>ECC---3.1 Demonstrate components of critical and creative thinking. ECC---3.2 Apply decision---making processes.</p> <p>ECC---3.3 Identify choices, options and consequences of life and career decisions.</p>	<p>6-8.M.4 Demonstrate continuous growth in self- understanding.</p> <p>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p> <p>6-8.SE.2 Demonstrate an awareness of the needs and rights of others.</p> <p>6-8.SE.3 Demonstrate an understanding of different cultural practices and others' worldviews.</p>	<p>6.RN.2.2</p> <p>6.RN.4.2</p> <p>6-8.RV.2.1</p> <p>6-8.RV.2.2</p> <p>6-8.RV.3.2</p> <p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</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>ECC---3.1 Demonstrate components of critical and creative thinking. ECC---3.2 Apply decision---making processes</p>	<p>6-8.M.1 Apply new strategies based on lessons learned from feedback.</p> <p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p> <p>6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.</p> <p>6-8.WE.7 Understand and employ strategies for resisting pressures to engage in dishonest or unethical activities.</p> <p>6-8.SE.4 Begin to apply empathic listening skills to enhance the understanding of what the other person is saying.</p>	<p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Employability Standards	Common Core ELA
<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>ECC---1.2 Describe personal aptitudes, interests, and skills.</p> <p>ECC---1.3 Explore personal priorities and goals for life and career.</p> <p>ECC---1.4 Examine learning style preferences and their application .</p>	<p>6-8.M.4 Demonstrate continuous growth in self- understanding.</p> <p>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility</p>	<p>6.RN.2.2</p> <p>6.RN.4.2</p> <p>6-8.RV.2.1</p> <p>6-8.RV.2.2</p> <p>6-8.RV.3.2</p> <p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</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>ECC---2.1 Differentiate among job, occupation, and career.</p> <p>ECC---2.2 Locate, understand, and use career information and resources.</p> <p>ECC---2.3 Identify workplace and labor market trends.</p>	<p>6-8.LS.10 Take an active participation in the learning process.</p> <p>6-8.LS.11 Complete activities and assignments thoroughly and accurately.</p> <p>6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.</p>	<p>6.RN.2.2</p> <p>6.RN.4.2</p> <p>6-8.RV.2.1</p> <p>6-8.RV.2.2</p> <p>6-8.RV.3.2</p> <p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</p>

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<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>ECC---1.2 Describe personal aptitudes, interests, and skills.</p> <p>ECC---1.3 Explore personal priorities and goals for life and career</p> <p>ECC---5.1 Demonstrate habits of mind (for example, taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, thinking independently, applying past knowledge to new situations, remaining open to continuous learning). ECC---5.2 Demonstrate personal skills (for example, attendance, punctuality, responsibility, integrity, getting along with others) that are needed to succeed in school, life and career</p>	<p>6-8.M.4 Demonstrate continuous growth in self- understanding.</p> <p>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.LS.10 Take an active participation in the learning process.</p> <p>6-8.LS.11 Complete activities and assignments thoroughly and accurately.</p>	<p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</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>ECC---6.3 Apply principles of technology and the concept of digital citizenship, including safe, legal, and responsible use of information and technology</p>	<p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p> <p>6-8.SE.2 Demonstrate an awareness of the needs and rights of others.</p> <p>6-8.WE.7 Understand and employ strategies for resisting pressures to engage in dishonest or unethical activities.</p>	<p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</p>

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<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>ECC---6.2 Demonstrate school, life and career self--management skills related to responsibility and work ethic (for example, attendance, punctuality, completion of work on time, dependability, focus, initiative, perseverance, striving to do one's best).</p> <p>ECC---5.3 Demonstrate appreciation of diversity in school, life and career settings</p>	<p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p> <p>6-8.SE.2 Demonstrate an awareness of the needs and rights of others.</p> <p>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</p> <p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p>	<p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</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>ECC---6.1 Create the basic components of a personal portfolio.</p>	<p>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</p> <p>6-8.LS.9 Complete assignments, projects, and activities with minimal to no</p>	<p>6.RN.2.2</p> <p>6.RN.4.2</p> <p>6-8.RV.2.1</p> <p>6-8.RV.2.2</p> <p>6-8.RV.3.2</p> <p>6-8.SL.1</p> <p>6-8.W.4,5</p> <p>6-8.W.6.1</p>