

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



Updated March 2022

[Missouri Social Studies Standards](#)

[Missouri Career Exploration and Planning Standards](#)

[Missouri Personal Finance Standards](#)

Common Core State Standards Included

Junior Achievement USA®

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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 Missouri Social Studies Standards and the Missouri Career Exploration and Planning standards, as well as the Common Core State Standards in English/ Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

## JA Middle Grades Programs

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

[JA Economics for Success](#)<sup>®</sup> [Blended Model](#) introduces middle school students to initial work and career readiness and personal finance concepts through flexible facilitation materials and engaging interactive activities, games, and role plays that support learning objectives.

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

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

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

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

[JA Inspire Virtual](#)<sup>™</sup> is more than a career fair, it brings together the business community and local schools and is designed to help launch students into their futures: high school, college, and careers beyond. Within the virtual experience, students attend webinars and presentations, explore career booths, and interact with career speakers. (Grades 9-12)

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

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

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

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

# JA Economics for Success

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA	Common Core Math
<p><b>Session One: Mirror, Mirror</b></p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use personal reflection to explain self-knowledge</li> <li>Apply their skills, interests, and values to help determine a potential career path</li> </ul>	<p><b>Economic Concepts</b></p> <p>4.2.B Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p>	<p><b>Career Development</b></p> <p>6/7.CD.7A a. Use current interests, strengths, and limitations to guide individual career exploration and educational planning.</p> <p>6-8.CD.7.B a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future</p> <p>Grade 7. Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p> <p>Grade 8. Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>	<p><b>Grade 6</b> RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.2,4 SL.8.1 L.8.1,3,4</p>	
<p><b>Session Two: Be a Success</b></p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the connection between goal setting, personal finance, education, and career choices</li> <li>Apply decision making to education and career choices</li> </ul>	<p><b>Economic Concepts</b></p> <p>4.2.B Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p>	<p><b>Career Development</b></p> <p>6-8.CD.8.A Evaluate career and educational information resources.</p> <p>Grade 7. Utilize career and educational information to explore career paths of interest.</p> <p>Grade 8. Compare personal interests with information about careers and education.</p>	<p><b>Grade 6</b> RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.3 6.NS.C.5</p>
<p><b>Session Three: Keeping Your Balance</b></p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize that a balanced budget is important for all workers</li> <li>Define the term income and differentiate between gross and net income</li> <li>Name ways to balance a budget</li> </ul>	<p><b>Economic Concepts</b></p> <p>4.2.B Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p>	<p><b>Career Development</b></p> <p>6-8.CD.8.B a. Compare different types of postsecondary training and education as they relate to career choices.</p> <p>Grade 7. Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</p> <p><b>Grade 8.</b> Identify the training and education required for occupations in career paths of interest.</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p> <p><b>Grade 7</b> 7.RP.A.3</p>

# JA Economics for Success

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA	Common Core Math
<p><b>Session Four: Savvy Shopper</b></p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the differences between debit and credit cards</li> <li>Explain the advantages and disadvantages of both cards</li> <li>Recognize the importance of taking personal responsibility for financial decisions</li> </ul>	<p><b>Economic Concepts</b></p> <p>4.2.B Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p> <p>4.2 D Analyze economic systems to explain their impact on peoples' behavior and choices.</p>	NA	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p> <p><b>Grade 7</b> 7.RP.A.3</p>
<p><b>Session Five: Keeping Score</b></p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the favorable or unfavorable consequences of a high or low personal credit score</li> <li>Explain actions that cause a credit score to go up or down</li> </ul>	<p><b>Government Systems and Principles</b></p> <p>2.1.A Analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society [in American history prior to c.1870.]</p>	NA	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p>
<p><b>Session Six: What's the Risk?</b></p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explore the cost and consequence of risk</li> <li>Explain how insurance provides a method to minimize financial risk</li> <li>Identify the opportunity cost of having insurance</li> <li>Assess how personal responsibility plays a part in minimizing risk</li> </ul>	<p><b>Economic Concepts</b></p> <p>4.2.B Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p>	NA	<p><b>Grade 6</b> SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> SL.8.1 L.8.1,3,4</p>	

# JA Economics for Success Blended

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>My Career Exploration</b></p> <p>Students explore the 16 career clusters and identify the clusters they find interesting. They learn that early career planning results in more choices and opportunities for success in a career that matches their interests, skills, and values.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the career clusters and their related careers.</li> <li>Apply values, skills, and interests to the career clusters.</li> </ul>	NA	6-8 CD 7 B Recognize Occupations and careers as they relate to career paths, personal interests, and aptitudes	RI.1, RI.2, RI.4 W.4, W.7, W.8 SL.1, SL.2, SL.4 L1, L2, L3, L4, L6
<p><b>Getting to Know Me</b></p> <p>Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions.</li> <li>Discuss the importance of a personal brand statement.</li> <li>Recognize that self-knowledge is needed to work effectively with others.</li> </ul>	NA	6-8 CD 7 A Use current interests, strengths, and limitations to guide career exploration and educational planning.	RI.2, RI.4 W.4, W.5 SL.1, SL.6 L1, L2, L3, L4, L6
<p><b>My Career Goals</b></p> <p>Students recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the connections between your choices and your education, personal finances, and career paths.</li> <li>Create short- and long-term goals.</li> <li>Identify character traits that can help you overcome obstacle</li> </ul>	PF.II.1.A Evaluate how career choices impact income and quality of life. PF.II.1.B Analyze the relationship between education, skill development and earning potential.	6-8 CD 8 A . Utilize career and educational information to explore career paths of interest  6-8 CD. 8 B Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.  6-8 CD 9 A Utilize information about personal, ethical, and work habit skills to enhance individual student success.	RI.1, RI.2, RI.4 W.4 SL.1, SL.2 L1, L2, L3, L4, L6

# JA Economics for Success Blended

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>My Transferable Skills</b></p> <p>Students recognize that skills they learn now will be useful in both their personal life and their future career. They learn about the digital skills needed to work remotely.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize appropriate skills for the workplace.</li> <li>Identify transferable skills and their importance.</li> <li>Recognize the importance of having digital skills and using professional digital tools and programs.</li> </ul>	NA	<p>Domain 9: CD 9</p> <p>6 A. a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.</p> <p>7.A. a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.</p> <p>8.A a Evaluate personal, ethical, and work habit skills as they relate to achieving the student’s educational career plan.</p>	<p>RI.1, RI.2, RI.4</p> <p>W.4, W.6</p> <p>SL.1, SL.2, SL.4</p> <p>L1, L2, L3, L4, L6</p>
<p><b>My Income and Expenses</b></p> <p>Students explore the importance of earning enough income to pay for expenses, including savings and common deductions. Students learn how to read a paycheck stub and explore the Pay Yourself First strategy. They also practice solving income and expenses-related problems with positive solutions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize that workers should not expect to keep all the money they earn.</li> <li>Recognize problem solving as a challenge and not an obstacle.</li> <li>Explore career-based solutions for income planning.</li> <li>Reflect on the personal impact of saving money.</li> </ul>	<p>PF.II.3.A Compare gross and net income.</p> <p>PF.II.3.B Explain the purpose of standard deductions such as income taxes, social security (FICA), Medicare, deductions for health care and retirement savings plans.</p>	NA	<p>RI.1,RI.2,RI.4,RI.7</p> <p>W.4, W.6</p> <p>SL.1, SL.3,</p> <p>L1, L2, L3, L4, L6</p> <p>Math Practices 1-7</p>
<p><b>Planning for My Future Income</b></p> <p>Students explore the role work plays in living independently. They gain financial knowledge about the costs of living on their own. They consider the role of career choices and the costs of goods and services.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR)</li> <li>Examine the true costs of goods and services. (FL)</li> </ul>	<p>PF.II.1.D Analyze how changes in economic conditions and/or in labor markets can cause changes in a person’s income or employment status.</p>	NA	<p>RI.4,RI.7</p> <p>W.4, W.7, W.8</p> <p>SL.1, SL.2, SL.4</p> <p>L1, L2, L3, L4, L6</p>

# JA Economics for Success Blended

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Managing My Money</b> Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define a budget and its importance.</li> <li>Express the need to say “no” to some short-term spending to save for more important items in the future and to plan for emergencies.</li> <li>Practice budgeting skills using income that can be earned while still in school.</li> </ul>	<p>PF.III.1.A Differentiate between income and expenses.</p> <p>PF.III.1.B Analyze spending habits to recognize current spending and saving trends.</p> <p>PF.III.1.C Create a budget that includes savings goals, emergency funds, fixed expenses and variable expenses.</p> <p>PF.IV.1.C Explain the importance of a rainy day fund for unexpected expenses.</p>	<p>NA</p>	<p>RI.1,RI.2,RI.4,RI.7 SL.1, SL.2, SL.4 L1, L3, L4, L6 Math Practices 1-7</p>
<p><b>Paying for My Wants and Needs</b> Students learn to make better choices related to credit. They learn about different ways of paying for goods and services, and the advantages and drawbacks of each.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe ways to pay for everyday goods and services.</li> <li>Identify the differences between debit (paying now) and credit (paying in the future, plus interest).</li> </ul>	<p>PF.V.1.A Analyze the difference between a credit and a debit account</p>	<p>NA</p>	<p>RI.1,RI.2,RI.4,RI.7 SL.1, SL.2, SL.4 L1, L3, L4, L6 Math Practices 1-7</p>
<p><b>My Credit and Spending</b> Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain who looks at your credit report and why.</li> <li>Describe how financial decisions can improve a credit report.</li> <li>Identify spending habits that are financially responsible.</li> </ul>	<p>PF.V.1.B Compare sources of consumer credit such as credit cards, consumer loans, rent-to-own, title and payday loans.</p> <p>PF.V.3.A Evaluate factors that affect creditworthiness including paying on time and payment history.</p> <p>PF.V.3.B Explain the purpose and components of credit records and credit history as provided by credit bureaus.</p> <p>PF.V.3.D Analyze why credit scores may be used by entities such as employers, landlords and insurance companies.</p>	<p>NA</p>	<p>RI.1,RI.2,RI.4,RI.7 W.4, W.6 SL.1, SL.2,SL.4 L1, L2, L3, L4, L6 Math Practices 1-7</p>

# JA Economics for Success Blended

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>My Ride on the Financial Roller Coaster</b>            Students understand risk and methods for handling it. They make decisions about scenarios involving risk.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe examples of how to use personal responsibility to address risk.</li> <li>Recognize that insurance is a way to transfer the risk of loss.</li> <li>Identify the opportunity cost in different spending decisions.</li> </ul>	<p>PF.VI.1.A Analyze the personal financial risks that can occur when unexpected events damage health, home, property, wealth or future opportunities.</p> <p>PF.VI.1.B Explain how and why insurance companies create policies and determine premiums.</p>	<p>NA</p>	<p>RI.1,RI.2,RI.4,RI.7            W.4, W.6            SL.1, SL.2, SL.4            L1, L2, L3, L4, L6</p>



# JA Global Marketplace

Session Details	Academic Standards	Career Development Standards	Common Core
<p><b>Session One: Business and Customer</b></p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify what a business gains from an exchange with a customer</li> <li>Identify what a customer gains from an exchange with a business</li> <li>Define ethics and ethical dilemma (Deeper Look)</li> <li>Identify the stakeholders of a business.</li> <li>Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)</li> </ul>	<p><b>Geographic Study</b></p> <p>3.2.C. Explain how the movement of people, goods, and ideas impact world regions.</p>	<p><b>Personal Finance</b></p> <p>Concept 1 Unlimited Wants and Limited Resources</p> <p>A. Evaluate the role of choice in decision making.</p>	<p><b>Grade 6</b></p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p><b>Session Two: Business and Culture</b></p> <p>Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify business-related, cultural differences throughout the world</li> <li>Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit</li> <li>Identify cultural differences throughout the world that affect social interaction and communication</li> </ul>	<p><b>Geographic Study</b></p> <p>3.1.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.</p> <p>5.2.A. Compare and contrast the human characteristics within and among regions</p> <p>5.2. B. Explain how groups and institutions of a place develop to meet peoples’ needs.</p> <p>3.1.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.</p> <p><b>Personal and Social Development</b></p> <p>PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.</p> <p>PS.2.B.07: Promote acceptance and respect for cultural differences within the global community.</p> <p>PS.2.C.06 Apply problem-solving and conflict- resolution skills to new challenges</p>	<p>NA</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>

# JA Global Marketplace

Session Details	Academic Standards	Career Development Standards	Common Core
<p><b>Session Three: Global Trade</b></p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify reasons why countries trade</li> <li>Demonstrate that countries benefit more from trade than from trying to meet all their own needs</li> <li>Apply key terms related to trade.</li> <li>Describe how improvements in technology can influence international trade</li> </ul>	<p><b>Geographic Study</b></p> <p>3.2.C Explain how human-environmental interactions shape people and places.</p> <p>3.1.A Create and use maps, graphs, statistics, and geo- spatial technology in order to explain relationships and reveal spatial patterns or trends. Economic Concepts</p> <p>4.2.A. Analyze resource availability to explain its causes and impacts on conflict or cooperation.</p> <p>4.2.B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p> <p>4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.</p>	<p>NA</p>	<p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>
<p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define specialization</li> <li>Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs</li> <li>Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country</li> </ul>	<p><b>Geographic Study</b></p> <p>3.1.E. Locate the major nations of the world.</p> <p>3.2.D Explain how the movement of people, goods, and ideas impact world regions. Economic Concepts</p> <p>4.1.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on society.</p> <p>4.2.B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p>	<p>NA</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p><b>MATH</b> 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p><b>Mathematical Practices</b> 1-2 4-7</p>

# JA Global Marketplace

Session Details	Academic Standards	Career Development Standards	Common Core
<p><b>Session Five: Trade Barriers</b></p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify examples of trade barriers</li> <li>Analyze the consequences of trade barriers on businesses, employees, and customers</li> <li>Explain why balance of trade matters to businesses, customers, and employees</li> </ul>	<p><b>Economic Concepts</b></p> <p>4.1. A Using a geographic lens, evaluate economic decisions to determine costs and benefits on society.</p> <p>4.2.D. Analyze economic systems to explain their impact on peoples’ behavior and choices.</p> <p><b>People, Groups, and Cultures</b></p> <p>5.2.B Explain how groups and institutions of a place develop to meet peoples’ needs.</p> <p><b>Government Systems and Principles</b></p> <p>2.2. A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.</p> <p>2.2. B. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p>	<p>NA</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>
<p><b>Session Six: Currency</b></p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define currency and exchange rate</li> <li>Recognize that different countries have different forms of currency</li> <li>Recognize that each currency has a different value, which is determined through a variable exchange rate</li> </ul>	<p><b>Economic Concepts</b></p> <p>2.4.D Analyze economic systems to explain their impact on peoples’ behavior and choices.</p> <p><b>Government Systems and Principles</b></p> <p>2.2. A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.</p> <p>2.2. B. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p>	<p>NA</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>

# JA Global Marketplace

Session Details	Academic Standards	Career Development Standards	Common Core
<p><b>Session Seven: Global Workforce</b></p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages</li> <li>Express specific steps that would need to be taken to obtain work in another country</li> <li>Recognize the value of a second language for future job opportunities</li> </ul>	<p><b>Geographical Study</b> 3.2.D Explain how the movement of people, goods, and ideas impact world regions.</p> <p><b>Personal and Social Development</b> PS8.A Utilize career and educational information to explore career paths of interest.</p> <p>PS8.B Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</p>	<p><b>Career Development</b></p> <p>6/7.CD.7A a. Use current interests, strengths, and limitations to guide individual career exploration and educational planning.</p> <p>6-8 CD 7 A Recognize non-traditional work roles.</p> <p>7A. a Recognize the relevance of all work and workers, and their existences in a global society</p> <p>8. a Recognize the relevance of personal contributions made to school and community.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

# JA It's My Business!

Session Details	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Session One: Entrepreneurs</b></p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneurship and social entrepreneurship</li> <li>Describe the relationship between a business and its products and service</li> <li>Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves</li> </ul>	<p><b>Personal and Social Development</b> PS.1A.06/07 a. Identify individual strengths and areas for personal growth and good citizenship. a. Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.</p>	<p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration. a. Use current interests, strengths, and limitations to guide career exploration and educational planning. a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1-5</p>
<p><b>Session Two: Market and Need</b></p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define market and need</li> <li>Explain the importance of identifying market and need when developing new product or service ideas</li> </ul>	<p><b>Personal and Social Development</b> PS.1A.06/07 a. Identify individual strengths and areas for personal growth and good citizenship. a. Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.</p>	<p><b>Career Development</b> 6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration. a. Use current interests, strengths, and limitations to guide career exploration and educational planning. a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

# JA It's My Business!

Session Details	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Session Three: Innovative Ideas</b></p> <p>Students learn about innovative idea generation and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business</li> <li>Participate in creative idea generation, from brainstorming to defending and selecting an idea</li> </ul>	<p><b>Personal and Social Development</b></p> <p>PS.1.C a. Demonstrate skills needed to participate in team building.</p>	<p><b>Career Development</b></p> <p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI. 6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p><b>Session Four: Testing the Market</b></p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of market research in the product development process</li> <li>Describe multiple types of survey questions</li> </ul>	<p>6-8 Geography</p> <p>4. A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.</p> <p>6-8 4.A. Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals [prior to c. 1450.]</p> <p>Economics 6-8.4.2 B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p>	<p>NA</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI. 8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

# JA It's My Business!

Session Details	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Session Five: Design and Prototype</b></p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Represent a product idea and its features by using rough sketches and drawings</li> <li>Recognize sketches as an important first step in the prototype process</li> </ul>	<p>6-8 Geography</p> <p>4. A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.</p> <p>6-8 4.A. Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals [prior to c. 1450.]</p>	<p>NA</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p><b>Session Six: Seek Funding</b></p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the elements that make a strong pitch presentation</li> <li>Work together to create and deliver a product pitch for potential funding</li> </ul>	<p>Economics 6-8.4.2 B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p>	<p>NA</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

# JA It's My Future

Session Details	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Session One: My Brand</b></p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the elements of a brand</li> <li>▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career</li> <li>▪ Design a logo that expresses their personal brand</li> </ul>	<p>NA</p>	<p><b>Career Development</b></p> <p>6/7.CD.7A a. Use current interests, strengths, and limitations to guide individual career exploration and educational planning.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p><b>Session Two: Career Paths and Clusters</b></p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers cluster.</li> <li>▪ Identify jobs in specific career clusters to explore further</li> <li>▪ Recognize the interconnectivity and value of all types of jobs</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>6-8 CD.7 6b a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.</p> <p>6-8 CD.7 7b a. Recognize occupations and career as they relate to career paths, personal interests, and aptitudes.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>



# JA It's My Future

Session Details	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Session Three: High-Growth Careers</b></p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify specific careers that are forecast to have high- growth rates</li> <li>▪ Consider a variety of factors when selecting a career</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>
<p><b>Session Four: Career Mapping</b></p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify jobs in specific career clusters that they would like to explore further</li> <li>▪ Plan significant milestones they need to reach to earn a particular job</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>

# JA It's My Future

Session Details	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Session Five: On the Hunt</b></p> <p>Students are introduced to the basics of looking for and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</li> <li>Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>Recognize the basic construction of a resume and skills that should be highlighted on a resume.</li> </ul>	<p>NA</p>	<p>Domain 9: CD 9</p> <p>6 B. a. Develop a resume of work experiences for home and school.</p> <p>7.B. a. Identify and demonstrate basic job seeking skills of interviewing and completing applications.</p> <p>8.B a Utilize a portfolio of middle school/ jr. high school academic and work experience.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI. 7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p><b>Session Six: Soft Skills</b></p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define and differentiate between technical skills and soft skills</li> <li>Identify specific soft skills they already possess and those they need to improve</li> </ul>	<p>NA</p>	<p>Domain 9: CD 9</p> <p>6 A. a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.</p> <p>7.A. a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.</p> <p>8.A a Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

# JA Inspire

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Session One: Career Planning Starts with You</b></p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize career clusters that match their skills and interests.</li> <li>Assess their soft skills and identify need for improvement.</li> <li>Identify industries and jobs that offer opportunities.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6/7.CD.7A a. Use current interests, strengths, and limitations to guide individual career exploration and educational planning.</p> <p>6-8.CD.7.B a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future</p> <p>Grade 7. Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p> <p>Grade 8. Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Two: Making the Most of JA Inspire</b></p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify companies that they want to learn more about at the JA Inspire event. Three is a good number.</li> <li>Prepare questions that they want to ask and practice asking them.</li> <li>Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer and helps to connect them with the company volunteers.</li> <li>Express their expectations of the upcoming event.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7 W 8</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Inspire

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Session Three: JA Inspire Event</b></p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Make connections with adults who have jobs in careers that interest them.</li> <li>See the connection between high school programming choices and careers.</li> <li>Collect information about the education required to be successful in a job.</li> <li>Practice soft skills.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7.Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</p> <p>.6 A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>7.A a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>8.A a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Four: Debrief and Next Steps</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate personal goals and priorities based on their experience at the JA Inspire event.</li> <li>Identify next steps, including exploration of high school coursework and other research.</li> <li>Understand relevant business communication practices.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8 CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education</p> <p>6 B a. Compare different types of post-secondary training and education as they relate to career choices.</p> <p>7 B a. Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</p> <p>8 B a. Identify the training and education required for occupations in career paths of interest</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 3 W 4 W 5</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Inspire Virtual

Session Descriptions	Academic Standards for	Social Studies Standards	Common Core ELA
<p><b>Session One: Career Interests and Your Path</b></p> <p>Students understand the importance of career planning and complete a Career Interest Inventory to assess their own values, skills, and interests in the context of career paths.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Consider their values, skills, and interests.</li> <li>▪ Take a Career Interest Inventory.</li> <li>▪ Relate their values, skills, interests, and Career Interest Inventory to future career opportunities.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Language</p> <p>L.1</p> <p>L.3</p> <p>L.4</p> <p>L.5</p> <p>L.6</p>
<p><b>Session Two: Career Planning and Your Path</b></p> <p>Students learn to recognize career clusters and focus on those tied to the results of their Career Interest Inventory. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in those fields.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Learn why career planning is important.</li> <li>▪ Recognize career clusters.</li> <li>▪ Identify career clusters that match their skills and interests.</li> <li>▪ Identify requirements to obtain jobs in fields of interest.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L.1</p> <p>L.2</p> <p>L.3</p> <p>L.4</p> <p>L.6</p>

# JA Inspire Virtual

Session Descriptions	Academic Standards for	Social Studies Standards	Common Core ELA
<p><b>Session Three: Preparing to Meet Your Future</b></p> <p>Students learn how awareness of their values, skills, and interests helps guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Understand why it's important to choose a career where they can be successful and develop a career plan.</li> <li>Practice soft skills.</li> <li>Recognize education and training requirements and opportunities for careers of interest.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Language</p> <p>L.1</p> <p>L.3</p> <p>L.4</p> <p>L.5</p> <p>L.6</p>
<p><b>Session Four: Local Business Means Opportunity</b></p> <p>Students learn about their local economy. They review the list of JA Inspire Virtual career fair exhibitors and the website of their local Chamber of Commerce and look for common themes, such as career clusters. They identify companies they would like to visit during the virtual career fair.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize traits of their local economy.</li> <li>Identify common career clusters in their area and among JA Inspire Virtual exhibitors.</li> <li>Create a list of exhibitors to visit during JA Inspire Virtual.</li> </ul>	<p>NA</p>	<p>NA</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L.1</p> <p>L.2</p> <p>L.3</p> <p>L.4</p> <p>L.6</p>

# JA Inspire Virtual

Session Descriptions	Academic Standards for	Social Studies Standards	Common Core ELA
<p><b>Session Five: Learn from the Experts</b></p> <p>Students review the speakers and webinars available at the JA Inspire Virtual career fair, create a list of at least three to view, and define what they would like to learn from them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify relevant JA Inspire Virtual speakers and webinars to attend.</li> <li>Note facts about the speakers and topics of webinars they will attend.</li> <li>Develop questions to consider when watching the speakers and webinars.</li> </ul>	NA	<p><b>6-8 CD 7 A</b> Recognize non-traditional work roles.</p> <p><b>7A. a</b> Recognize the relevance of all work and workers, and their existences in a global society</p> <p><b>8. a</b> Recognize the relevance of personal contributions made to school and community.</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Language</p> <p>L.1</p> <p>L.3</p> <p>L.4</p> <p>L.5</p> <p>L.6</p>
<p><b>Session Six: Welcome to JA Inspire Virtual</b></p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Visit exhibits at JA Inspire Virtual.</li> <li>Attend speeches and webinars at JA Inspire Virtual.</li> <li>Complete the What I Learned section of the chart from their Learn from the Experts worksheet</li> </ul>	NA	<p><b>6/7.CD.7A a.</b> Use current interests, strengths, and limitations to guide individual career exploration and educational planning.</p> <p><b>6-8.CD.7.B 6a.</b> Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future</p> <p><b>Grade 7.</b> Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p> <p><b>Grade 8.</b> Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L.1</p> <p>L.2</p> <p>L.3</p> <p>L.4</p> <p>L.6</p>

# JA Inspire Virtual

Session Descriptions	Academic Standards for	Social Studies Standards	Common Core ELA
<p><b>Session Seven: JA Inspire Personal Reflection</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event.</li> <li>Identify next steps, including exploration of high school coursework and other research.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6/7.CD.7A a. Use current interests, strengths, and limitations to guide individual career exploration and educational planning.</p> <p>6-8.CD.7.B 6a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future</p> <p>Grade 7. Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p> <p>Grade 8. Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Language</p> <p>L.1</p> <p>L.3</p> <p>L.4</p> <p>L.5</p> <p>L.6</p>



# JA Career Exploration Fair

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Pre-Fair Session: What Sets You Apart?</b></p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Differentiate between abilities (skills) and values.</li> <li>▪ Identify their personal characteristics.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8.CD.7.B a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future</p> <p>Grade 7. Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p> <p>Grade 8. Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Complete one pre-fair activity (teacher-led) (optional).</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Complete one post-fair activity (teacher-led) (optional).</li> <li>▪ Complete a student evaluation, if requested.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>a. Develop an educational and career plan based on current interests, strengths, and limitations.</p> <p><b>6-8 CD 7 A</b> Recognize non-traditional work roles.</p> <p><b>7A.</b> a Recognize the relevance of all work and workers, and their existences in a global society</p> <p><b>8.</b> a Recognize the relevance of personal contributions made to school and community.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Exploration Fair

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Post-Fair Session</b></p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify a future career goal.</li> <li>Create a personal action plan.</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A a. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 2</p> <p>RI 4</p> <p>RI 5</p> <p>RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1</p> <p>SL 2</p> <p><b>Writing</b></p> <p>W 4</p> <p>W 7</p> <p><b>Language</b></p> <p>L 3</p> <p>L 4</p> <p>L 6</p>

# JA Career Speaker Series

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests.</li> <li>▪ Recognize Career Clusters</li> <li>▪ Recall future high-demand occupations</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6/7.CD.7A a. Use current interests, strengths, and limitations to guide individual career exploration and educational planning.</p> <p>6-8.CD.7.B a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future</p> <p>Grade 7. Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p> <p>Grade 8. Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Practice active listening skills.</li> <li>▪ Equate job responsibilities with skills and interests</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8. CD.7. A 6.a Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>7 a. Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>8 a. Develop an educational and career plan based on current interests, strengths, and limitations.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize Career Clusters</li> </ul>	<p><b>Personal Finance</b></p> <p>Income II. .Concept 1 Career Choices and Consequences</p> <p>A .Evaluate how career choices impact income and quality of life.</p> <p>B. Analyze the relationship between education, skill development and earning potential</p>	<p>6-8.CD.7.B 6a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future</p> <p>7a. Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p> <p>8.a Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 2 W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Excellence through Ethics

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Day of the Visit</b></p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define ethics, ethical dilemma, values, core values, and interdependence.</li> <li>Articulate how one's core values affects one's choices.</li> <li>Articulate and identify the steps necessary to make ethical decisions.</li> <li>Recognize that individual ethics affect the greater community.</li> </ul>	NA	<p>Domain 9: CD 9</p> <p>6 A. a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.</p> <p>7.A. a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.</p> <p>8.A a Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3 SL 4</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Reflection Activity</b></p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply key terms and concepts used in the volunteer-led activities.</li> <li>Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</li> <li>Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.</li> </ul>	NA	<p>Domain 9: CD 9</p> <p>6 A. a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.</p> <p>7.A. a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.</p> <p>8.A a Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the importance of manners as an element of professionalism.</li> <li>▪ Identify language and style appropriate for the workplace.</li> </ul>	<p>NA</p>	<p>Domain 9: CD 9</p> <p>6 A. a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.</p> <p>7.A. a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.</p> <p>8.A a Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 4</p> <p><b>Speaking and Listening</b> SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L1 L 2 L 3 L 4 L 6</p>
<p><b>Applications and Resumes</b></p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify information necessary for a job application.</li> <li>▪ Recognize key features and formatting of resumes.</li> <li>▪ Use appropriate language for a resume.</li> </ul>	<p>NA</p>	<p>Domain 9: CD 9</p> <p>6 B.a a. Develop a resume of work experiences for home and school.</p> <p>7.B. a. Identify and demonstrate basic job seeking skills of interviewing and completing applications.</p> <p>8.B a Utilize a portfolio of middle school/ jr. high school academic and work experience.</p>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L1 L 2 L 3 L 4 L 6</p>

# JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Interviewing for a Job</b></p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify appropriate content for a personal brag sheet</li> <li>▪ Adapt personal information to interview situations.</li> <li>▪ Develop answers to common interview questions.</li> <li>▪ Recognize appropriate professional dress and demeanor for a job interview.</li> </ul>	NA	<p>Domain 9: CD 9</p> <p>6 B.a a. Develop a resume of work experiences for home and school.</p> <p>7.B. a. Identify and demonstrate basic job seeking skills of interviewing and completing applications.</p> <p>8.B a Utilize a portfolio of middle school/ jr. high school academic and work experience.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L1 L 2 L 3 L 4 L 6</p>
<p><b>Cell Phones in the Workplace</b></p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>▪ Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>▪ Adapt cell phone behavior and functions for professional uses.</li> <li>▪ Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	NA	<p>Domain 9: CD 9</p> <p>6 A. a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.</p> <p>7.A. a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.</p> <p>8.A a Evaluate personal, ethical, and work habit skills as they relate to achieving the student’s educational career plan.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>

# JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Career Development Standards	Common Core ELA
<p><b>Workplace Communication</b></p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and use an appropriate professional tone in workplace communication.</li> <li>▪ Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>▪ Enable cooperative and productive group interactions.</li> <li>▪ Communicate to solve problems collaboratively and respectfully.</li> </ul>	NA	<p>Domain 9: CD 9</p> <p>6 A. a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.</p> <p>7.A. a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.</p> <p>8.A a Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>
<p><b>Workplace Writing</b></p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use proper spelling, grammar, and punctuation in the workplace.</li> <li>▪ List best practices for effective business writing.</li> <li>▪ Use clear language and appropriate style for written communication in the workplace.</li> <li>▪ Identify important ideas and express them clearly and concisely in writing.</li> </ul>	NA	<p>Domain 9: CD 9</p> <p>6 A. a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.</p> <p>7.A. a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.</p> <p>8.A a Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4 W5 W6</p> <p><b>Language</b></p> <p>L1 L 2 L 3 L 4 L 6</p>