



empowering young people to
own their economic success®

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

Updated July 2021

[Washington State Learning Standards for Social Studies](#)

[Washington Financial Education Learning Standards](#)

Common Core State Standards Included

Junior Achievement USA®

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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 Washington Academic Standards for Social Studies and Financial Literacy and 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	Social Studies Standards	Financial Literacy Standards	Common Core ELA	Common Core Math
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge ▪ Apply their skills, interests, and values to help determine a potential career path 	<p>NA</p>	<p>Grade 6</p> <p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>Grade 7</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>Grade 8</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.3. Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p>	<p>Grade 6 RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p>Grade 7 RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.2,4 SL.8.1 L.8.1,3,4</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 between goal setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	<p>EI.6-8.1 Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.</p>	<p>Grade 6</p> <p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>Grade 7</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>7.EI.3. Compare the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>Grade 8</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.3. Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p>	<p>Grade 6 RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.3 6.NS.C.5</p>

JA Economics for Success

Session Descriptions	Social Studies Standards	Financial Literacy Standards	Common Core ELA	Common Core Math
<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>E1.6-8.1 Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.SS.2. Classify the components of a personal spending plan, including income, planned saving, and expenses.</p> <p>6.SS.3. Distinguish between saving strategies, including pay yourself first and comparison shopping.</p> <p>6.SS.4. Compare the advantages and disadvantages of saving for financial goals.</p> <p>Grade 7</p> <p>7.SS.2. Illustrate how spending and saving behavior can affect overall well-being.</p> <p>7.SS.3. Understand the components of a personal spending plan, including income, planned saving, and expenses.</p> <p>7.SS.4. Compare saving strategies, including pay yourself first and comparison shopping.</p> <p>Grade 8</p> <p>8.SS.1. Analyze how spending and saving behavior can affect overall well-being.</p> <p>8.SS.2. Discuss the components of a personal spending plan, including income, planned saving, and expenses.</p> <p>8.SS.3. Compare saving strategies, including pay yourself first and comparison shopping.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>

JA Economics for Success

Session Descriptions	Social Studies Standards	Financial Literacy Standards	Common Core ELA	Common Core Math
<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>E1.6-8.1 Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.CD.1. Explain how debit cards differ from credit cards.</p> <p>Grade 7</p> <p>7.CD.1. Compare debit cards and credit cards.</p> <p>Grade 8</p> <p>8.SS.11. Compare the advantages and disadvantages of checks, prepaid cards, debit cards, gift cards, and online and mobile payment systems.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</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>E3.6-8.1 Explain the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.</p> <p>E3.6-8.3 Analyze the influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.</p>	<p>Grade 8</p> <p>8.CD.7. Predict possible consequences of excessive debt.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p>
<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>NA</p>	<p>Grade 6</p> <p>6.RM.1. Give examples of how people manage the risk of financial loss through avoidance, acceptance, control and reduction, and transfer through insurance.</p> <p>6.RM.2. Identify the consequences of accepting risk with insufficient or no insurance.</p> <p>Grade 7</p> <p>7.RM.1. Give examples of how people manage the risk of financial loss through avoidance, acceptance, control and reduction, and transfer through insurance.</p> <p>7.RM.2. Give examples of the consequences of accepting risk with insufficient or no insurance.</p> <p>Grade 8</p>	<p>Grade 6 SL.6.1 L.6.1,3,4</p> <p>Grade 7 SL.7.1 L.7.1,3,4</p> <p>Grade 8 SL.8.1 L.8.1,3,4</p>	

JA Economics for Success

Session Descriptions	Social Studies Standards	Financial Literacy Standards	Common Core ELA	Common Core Math
		<p>8.RM.1. Summarize how people manage the risk of financial loss through avoidance, acceptance, control and reduction, and transfer through insurance.</p> <p>8.RM.2. Summarize the consequences of accepting risk with insufficient or no insurance.</p>		

JA Global Marketplace

Session Details	Social Studies Standards	Financial Literacy Standards	Common Core
<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>E1.6-8.1 Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.</p> <p>G3.6-8.1 Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.</p> <p>G3.6-8.2 Explain how learning about the geography of Washington state helps us understand global issues such as diversity, sustainability, and trade.</p> <p>G3.6-8.3 Explain how learning about the geography of the United States helps us understand global issues such as diversity, trade, and sustainability.</p>	<p>Grade 6</p> <p>6.FD.16. Evaluate the results of a financial decision.</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.16. Evaluate the results of a financial decision.</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.16. Evaluate the results of a financial decision.</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.4 SL.8.1-2 L.8.1-6</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>C3.6-8.1 Analyze how societies have interacted with one another.</p> <p>G2.6-8.5 Explain examples of cultural diffusion in the world from the past or present.</p> <p>G3.6-8.1 Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.</p> <p>G3.6-8.2 Explain how learning about the geography of Washington state helps us understand global issues such as diversity, sustainability, and trade.</p> <p>G3.6-8.3 Explain how learning about the geography of the United States helps us understand global issues such as diversity, trade, and sustainability.</p>	<p>Grade 6</p> <p>6.FD.16. Evaluate the results of a financial decision.</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.16. Evaluate the results of a financial decision.</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.16. Evaluate the results of a financial decision.</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>Grade 6</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>Grade 7</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>Grade 8</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	Social Studies Standards	Financial Literacy Standards	Common Core
<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>C3.6-8.1 Analyze how societies have interacted with one another.</p> <p>E2.6-8.6 Analyze how the forces of supply and demand have affected international trade in the United States in the past or present.</p> <p>E4.6-8.1 Explain the distribution of wealth and sustainability of resources in the world.</p> <p>E4.6-8.2 Explain barriers to trade and how those barriers influence trade among nations.</p> <p>E4.6-8.5 Analyze the distribution of wealth and sustainability of resources in the United States.</p> <p>E4.6-8.6 Explain the costs and benefits of trade policies to individuals, businesses, and society in the United States.</p> <p>G1.6-8.1 Construct and analyze maps using scale, direction, symbols, legends, and projections to gather in-formation.</p> <p>G1.6-8.2 Identify the location of places and regions in the world and understand their physical and cultural characteristics.</p> <p>G1.6-8.4 Explain how human spatial patterns have e-merged from natural processes and human activities.</p> <p>G1.6-8.5 Explain and analyze physical and cultural characteristics of places and regions in the United States.</p> <p>G1.6-8.6 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p>	<p>Grade 6</p> <p>6.FD.16. Evaluate the results of a financial decision.</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7</p> <p>7.FD.15. Determine the cost of achieving a financial goal.</p> <p>7.FD.16. Evaluate the results of a financial decision.</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.16. Evaluate the results of a financial decision.</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>Grade 6</p> <p>RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>

JA Global Marketplace

Session Details	Social Studies Standards	Financial Literacy Standards	Common Core
<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>C3.6-8.1 Analyze how societies have interacted with one another.</p> <p>E2.6-8.6 Analyze how the forces of supply and demand have affected international trade in the United States in the past or present.</p> <p>E4.6-8.1 Explain the distribution of wealth and sustainability of resources in the world.</p> <p>E4.6-8.2 Explain barriers to trade and how those barriers influence trade among nations.</p> <p>E4.6-8.5 Analyze the distribution of wealth and sustainability of resources in the United States.</p> <p>E4.6-8.6 Explain the costs and benefits of trade policies to individuals, businesses, and society in the United States.</p> <p>G1.6-8.1 Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.</p> <p>G1.6-8.2 Identify the location of places and regions in the world and understand their physical and cultural characteristics.</p> <p>G1.6-8.3 Analyze maps and charts from a specific time period to understand an issue or event.</p> <p>G1.6-8.4 Explain how human spatial patterns have emerged from natural processes and human activities.</p> <p>G1.6-8.5 Explain and analyze physical and cultural characteristics of places and regions in the United States.</p> <p>G1.6-8.6 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p>	<p>Grade 6</p> <p>6.FD.16. Evaluate the results of a financial decision.</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.16. Evaluate the results of a financial decision.</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.16. Evaluate the results of a financial decision.</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>ELA</p> <p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p>MATH 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p>Mathematical Practices 1-2 4-7</p>

JA Global Marketplace

Session Details	Social Studies Standards	Financial Literacy Standards	Common Core
<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>C3.6-8.1 Analyze how societies have interacted with one another.</p> <p>C3.6-8.2 Analyze how international agreements have affected Washington state.</p> <p>C3.6-8.3 Recognize that, according to the United States Constitution, treaties are “the supreme law of the land;” consequently, treaty rights supersede most state laws.</p> <p>C3.6-8.5 Identify early examples of foreign policy between the United States and other nations.</p> <p>C3.6-8.6 Analyze how the United States has interacted with other countries.</p> <p>E1.6-8.1 Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.</p> <p>E2.6-8.6 Analyze how the forces of supply and demand have affected international trade in the United States in the past or present.</p> <p>E4.6-8.1 Explain the distribution of wealth and sustainability of resources in the world.</p> <p>E4.6-8.2 Explain barriers to trade and how those barriers influence trade among nations.</p> <p>E4.6-8.5 Analyze the distribution of wealth and sustainability of resources in the United States.</p> <p>E4.6-8.6 Explain the costs and benefits of trade policies to individuals, businesses, and society in the United States.</p>	<p>Grade 6</p> <p>6.FD.16. Evaluate the results of a financial decision.</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.16. Evaluate the results of a financial decision.</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.16. Evaluate the results of a financial decision.</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.4</p> <p>W.6.4</p> <p>SL.6.1-2</p> <p>L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4</p> <p>W.7.4</p> <p>SL.7.1-2</p> <p>L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4</p> <p>W.8.4</p> <p>SL.8.1-2</p> <p>L.8.1-6</p>

JA Global Marketplace

Session Details	Social Studies Standards	Financial Literacy Standards	Common Core
<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>E3.6-8.1 Explain the role of government in the world’s economies through the creation of money, taxation, and spending in the past or present.</p> <p>E3.6-8.3 Analyze the influence of the U.S. government’s taxation, creation of currency, and tariffs in the past or present.</p>	<p>Grade 6</p> <p>6.SS.7. Summarize the advantages and disadvantages of checks, prepaid cards, debit cards, gift cards, and online and mobile payment systems.</p> <p>Grade 8</p> <p>8.SS.11. Compare the advantages and disadvantages of checks, prepaid cards, debit cards, gift cards, and online and mobile payment systems.</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7</p> <p>RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>
<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>C3.6-8.1 Analyze how societies have interacted with one another.</p>	<p>Grade 6</p> <p>6.FD.16. Evaluate the results of a financial decision.</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.16. Evaluate the results of a financial decision.</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.16. Evaluate the results of a financial decision.</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

JA It's My Business!

Session Details	Social Studies Standards	Financial Literacy 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>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.EI.2. List the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>Grade 7</p> <p>7.EI.3. Compare the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>Grade 8</p> <p>8.EI.3. Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p>	<p>Grade 6</p> <p>RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 L.8.1-5</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>E2.6-8.1 Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>E2.6-8.3 Analyze the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p>	<p>Grade 6</p> <p>6.FD.16. Evaluate the results of a financial decision.</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.15. Determine the cost of achieving a financial goal.</p> <p>7.FD.16. Evaluate the results of a financial decision.</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.16. Evaluate the results of a financial decision.</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>Grade 6</p> <p>RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

JA It's My Business!

Session Details	Social Studies Standards	Financial Literacy 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>E1.6-8.1 Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>Grade 6</p> <p>RI.6.1 RI. 6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7</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>Grade 8</p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</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>E2.6-8.1 Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>E2.6-8.3 Analyze the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p>	<p>Grade 6</p> <p>6.FD.13. Apply systematic decision-making to setting and achieving financial goals.</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.13. Apply systematic decision-making to setting and achieving financial goals.</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.13. Apply systematic decision-making to setting and achieving financial goals.</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI. 8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

JA It's My Business!

Session Details	Social Studies Standards	Financial Literacy 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>E2.6-8.1 Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>E2.6-8.3 Analyze the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p>	<p>Grade 6</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</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>E2.6-8.1 Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p> <p>E2.6-8.3 Analyze the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p>	<p>Grade 6</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p>Grade 7</p> <p>RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

JA It's Future

Session Details	Social Studies Standards	Financial Literacy 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>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 7</p> <p>7.FD.17. Give examples of how decisions made today can affect future opportunities.</p> <p>Grade 8</p> <p>8.FD.17. Give examples of how decisions made today can affect future opportunities</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</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>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>6.EI.2. List the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>Grade 7</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>7.EI.3. Compare the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>Grade 8</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.3. Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p>	<p>Grade 6</p> <p>RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA It's Future

Session Details	Social Studies Standards	Financial Literacy 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>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>6.EI.2. List the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>Grade 7</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>Grade 8</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.3. Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4</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>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>Grade 7</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.3. Compare the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>Grade 8</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.3. Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>

JA It's Future

Session Details	Social Studies Standards	Financial Literacy 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>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.EI.3. Identify individuals who could provide positive job references.</p> <p>6.EI.4. Label basic components of a part-time job application.</p> <p>Grade 7</p> <p>7.EI.6. Identify individuals who could provide positive job references.</p> <p>7.EI.7. Complete a part-time job application.</p> <p>Grade 8</p> <p>8.EI.5. Identify individuals who could provide positive job references.</p> <p>8.EI.6. Complete a part-time job application.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI. 7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8</p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</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>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Grade 6</p> <p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>Grade 7</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>Grade 8</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Grade 6</p> <p>RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

JA Inspire

Session Descriptions	Social Studies Standards	Financial Literacy 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>Social Studies</p> <p>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Language</p> <p>L 3 L 4 L 6</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>Social Studies</p> <p>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p> <p>SSS2.6-8.1 Create and use research questions to guide inquiry on an issue or event.</p>	<p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7 W 8</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Inspire

<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>SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event.</p> <p>SSS1.6-8.2 Evaluate the logic of reasons for a position on an issue or event.</p> <p>SSS2.6-8.1 Create and use research questions to guide inquiry on an issue or event.</p>	<p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>6.EI.2. List the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>7.EI.3. Compare the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.3. Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>Session Four: Debrief and Next Steps</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event. ▪ Identify next steps, including exploration of high school coursework and other research. ▪ Understand relevant business communication practices. 	<p>SSS1.6-8.1 Analyze positions and evidence supporting an issue or an event.</p> <p>SSS1.6-8.2 Evaluate the logic of reasons for a position on an issue or event.</p>	<p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 3 W 4 W 5</p> <p>Language L 3 L 4 L 6</p>

JA Career Exploration Fair

Session Descriptions	Financial Literacy 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>Financial Literacy Standards</p> <p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</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>Financial Literacy Standards</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>7.EI.3. Compare the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.3. Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Career Exploration Fair

Session Descriptions	Financial Literacy 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>Financial Literacy Standards</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Reading for Informational Text</p> <p>RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Career Speaker Series

Session Descriptions	Academic 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>Financial Literacy Standards</p> <p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</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>Financial Literacy Standards</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>7.EI.3. Compare the education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.3. Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</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>Financial Literacy Standards</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 2 W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Excellence through Ethics

Session Descriptions	Academic 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>Social Studies</p> <p>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2 SL 3 SL 4</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 3 L 4 L 6</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>Social Studies</p> <p>E1: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.</p> <p>E1.6-8.3 Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 3</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic 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>Financial Literacy Standards</p> <p>6.EI.1. Give an example of how education and training can affect lifetime income.</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</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>Financial Literacy Standards</p> <p>6.EI.4. Label basic components of a part-time job application.</p> <p>7.EI.7. Complete a part-time job application.</p> <p>8.EI.6. Complete a part-time job application.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>
<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>Financial Literacy Standards</p> <p>7.EI.1. Predict how education and training can affect lifetime income.</p> <p>7.EI.2. Match personal skills and interests to various career options.</p> <p>8.EI.1. Assess the relationship between education and training and lifetime income.</p> <p>8.EI.2. Match personal skills and interests to various career options.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Common Core ELA
<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. 	NA	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L1 L 3 L 4 L 6</p>
<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. 	NA	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L1 L 3 L 4 L 6</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. 	NA	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4 W5 W6</p> <p>Language</p> <p>L1 L 2 L 3 L 4 L 6</p>