



empowering young people to  
own their economic success®

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

Updated Sept. 2021  
[California Social Studies Standards and Framework](#)  
[CA CTE Career Ready Practices](#)  
Common Core State Standards Included

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# Overview

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

In this document, Junior Achievement programs are correlated to the California Content Standards and Grade Level Expectations and Frameworks for social studies for grades 6-8, the CTE Career Ready Practices for California, as well as the Common Core State Standards in English/ Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

## JA Middle Grades Programs

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

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

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

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

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

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

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

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

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

# JA Economics for Success

Session Descriptions	Academic Standards	CTE Career Ready Practices	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>Social Science Framework</b></p> <p>Civics and Govt.</p> <p>Explain the relevance of individual perspective, civic virtues, and democratic principles.</p>	<p>1. Apply appropriate technical skills and academic knowledge. use the knowledge and skills acquired through experience and education</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>NA</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>Social Science Framework</b></p> <p>Economics</p> <p>Students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>9. Work productively in teams while integrating cultural and global competence.</p> <ul style="list-style-type: none"> <li>• contribute positively to every team, as both team leaders and team members.</li> </ul>	<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>Social Science Framework</b></p> <p>Economics</p> <p>Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>6. Practice personal health and understand financial literacy.</p> <ul style="list-style-type: none"> <li>• understand that financial literacy leads to a secure future that enables career success.</li> </ul>	<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	CTE Career Ready Practices	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>Social Science Framework</b></p> <p>Economics</p> <p>Understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade.</p>	<p>6. Practice personal health and understand financial literacy.</p> <ul style="list-style-type: none"> <li>• understand that financial literacy leads to a secure future that enables career success.</li> </ul>	<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>Social Science Framework</b></p> <p>Economics</p> <p>Interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>	<p>6. Practice personal health and understand financial literacy.</p> <ul style="list-style-type: none"> <li>• understand that financial literacy leads to a secure future that enables career success.</li> </ul>	<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>NA</p>	<p>6. Practice personal health and understand financial literacy.</p> <ul style="list-style-type: none"> <li>• understand that financial literacy leads to a secure future that enables career success.</li> </ul>	<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>	<p>NA</p>

# JA Global Marketplace

Session Details	Academic Standards	CTE Career Ready Practices	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>Historical and Social Science Analysis Skills</b></p> <p><b>Chronological and Spatial Thinking</b></p> <p>1. Students explain how major events are related to one another in time.</p>	<p>10. Demonstrate creativity and innovation.</p> <p>11. Employ valid and reliable research strategies.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 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.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>Analysis Skills; Research, Evidence, and Point of View</b></p> <p>1. Students frame questions that can be answered by historical study and research.</p> <p><b>Geography</b></p> <p>Students explore local characteristics of places and learn about how places connect to each other. Students also explain how the physical and human characteristics of places and regions are</p>	<p>2. Communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. Interact with others, Speak clearly and with purpose</p>	<p><b>Grade 6</b> 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> 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> 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	CTE Career Ready Practices	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>Historical and Social Science Analysis Skills</b></p> <p><b>Chronological and Spatial Thinking</b></p> <p>1. Students explain how major events are related to one another in time.</p>	<p>10. Demonstrate creativity and innovation.</p> <p>11. Employ valid and reliable research strategies.</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>Analysis Skills; Research, Evidence, and Point of View</b></p> <p>1. Students frame questions that can be answered by historical study and research.</p> <p>2. Students distinguish fact from opinion in historical narratives and stories.</p> <p><b>Social Science Framework</b></p> <p><b>Geography</b></p> <p>Students explore local characteristics of places and learn about how places connect to each other. Students also explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>2. Communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. Interact with others, Speak clearly and with purpose</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	CTE Career Ready Practices	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>Social Science Framework</b></p> <p><b>Economics</b></p> <p>Understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade.</p> <p>Interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p> <p>Civics and Government</p> <p>Students use deliberative discussion, including consideration of multiple points of view, when making decisions or making judgments about political issues or problems.</p>	<p>12. Understand the environmental, social, and economic impacts of decisions</p>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>RI.6.4 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.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>Social Science Framework</b></p> <p><b>Economics</b></p> <p>Understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade.</p>	<p>6. Practice personal health and understand financial literacy.</p> <ul style="list-style-type: none"> <li>• understand that financial literacy leads to a secure future that enables career success.</li> </ul>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>

# JA Global Marketplace

Session Details	Academic Standards	CTE Career Ready Practices	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>Analysis Skills; Chronological and Spatial Thinking</b></p> <p>3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p><b>Social Science Framework</b></p> <p><b>Geography</b></p> <p>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions.</p>	<p>3. Develop an education and career plan aligned with personal goals.</p> <p>4. Apply technology to enhance productivity.</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>



# JA It's My Business!

Session Details	Academic Standards	CTE Career Ready Practices	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>Social Science Framework</b></p> <p><b>Economics</b></p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>2. Communicate clearly, effectively, and with reason</p> <ul style="list-style-type: none"> <li>• communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods.</li> <li>• skillfully interact with others</li> </ul>	<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>Social Science Framework</b></p> <p><b>Economics</b></p> <p>In order to make effective economic decisions, students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>12. Understand the environmental, social, and economic impacts of decisions.</p> <ul style="list-style-type: none"> <li>• understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment.</li> </ul>	<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	CTE Career Ready Practices	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>Social Science Framework</b></p> <p><b>Civics and Govt.</b></p> <p>2. Students use deliberative discussion including consideration of multiple points of view when making decisions or making judgments (about political issues or problems.)</p>	<p>10. Demonstrate creativity and innovation</p> <ul style="list-style-type: none"> <li>• recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization.</li> <li>• consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems.</li> </ul>	<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><b>Social Science Framework</b></p> <p><b>Economics</b></p> <p>Students learn how to interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>	<p>7. Act as a responsible citizen in the workplace and the community.</p> <ul style="list-style-type: none"> <li>• Become aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions.</li> </ul> <p>11. Employ valid and reliable research strategies.</p> <ul style="list-style-type: none"> <li>• employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices.</li> <li>• use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.</li> </ul>	<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	CTE Career Ready Practices	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><b>Social Science Framework</b></p> <p><b>Civics and Govt.</b></p> <p>4. Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.</p>	<p>10. Demonstrate creativity and innovation</p> <ul style="list-style-type: none"> <li>• recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization.</li> <li>• consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems.</li> <li>• discern which ideas and suggestions may have the great est value.</li> <li>• seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.</li> </ul>	<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><b>Social Science Framework</b></p> <p><b>Economics</b></p> <p>[Students] should understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade, that markets facilitate the production and exchange of goods and services, that there are benefits and costs of government policies and that those benefits and costs affect different individuals and groups differently.</p>	<p>2. Communicate clearly, effectively, and with reason</p> <ul style="list-style-type: none"> <li>• communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods.</li> <li>• skillfully interact with others</li> <li>• speak clearly and with purpose,</li> <li>• become comfortable with terminology that is common to workplace environments.</li> <li>• consider the audience for their communication and prepare accordingly to ensure the desired outcome.</li> </ul>	<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 Future

Session Details	Academic Standards	CTE Career Ready Practices	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>10. Demonstrate creativity and innovation.</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>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>2. Communicate clearly, effectively, and with reason.</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>
<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>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>5. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>11. Employ valid and reliable research strategies.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>

# JA It's Future

Session Details	Academic Standards	CTE Career Ready Practices	Common Core ELA
<p><b>Session Four: Career Mapping</b></p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p><b>Objectives:</b></p> <p><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>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>1. Apply appropriate technical skills and academic knowledge.</p> <p>3. Develop an education and career plan aligned with personal goals.</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>
<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><b>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>3. Develop an education and career plan aligned with personal goals.</p> <ul style="list-style-type: none"> <li>• take personal ownership of their educational and career goals and manage their individual plan to attain these goals.</li> <li>• recognize the value of each step in the educational and experiential process</li> </ul> <p>4. Apply technology to enhance productivity.</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>

# JA It's Future

Session Details	Academic Standards	CTE Career Ready Practices	Common Core ELA
<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>7. Act as a responsible citizen in the workplace and the community.</p> <p>8. Model integrity, ethical leadership, and effective management.</p> <p>9. Work productively in teams while integrating cultural and global competence.</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	CTE Career Ready Practices	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>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>2. Communicate clearly, effectively, and with reason</p> <ul style="list-style-type: none"> <li>• communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>Session 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>Social Science Framework</b></p> <p>Research</p> <p>The grade-span skills for building content knowledge through research call for students to conduct short research projects to answer a question and generate additional related, focused questions for further research or that allow for multiple avenues of exploration.</p>	<p>3. Develop an education and career plan aligned with personal goals.</p> <ul style="list-style-type: none"> <li>• take personal ownership of their educational and career goals and manage their individual plan to attain these goals.</li> <li>• recognize the value of each step in the educational and experiential process,</li> </ul>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7 W 8</p> <p><b>Language</b> L 3 L 4 L 6</p>
<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>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>7. Act as a responsible citizen in the workplace and the community.</p> <ul style="list-style-type: none"> <li>• understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Inspire

Session Descriptions	Academic Standards	CTE Career Ready Practices	Common Core ELA
<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>Social Science Framework</b></p> <p>Civics</p> <p>Students use deliberative discussion, including consideration of multiple points of view, when making decisions or making judgments about political issues or problems.</p>	<p>1. Apply appropriate technical skills and academic knowledge.</p> <ul style="list-style-type: none"> <li>• make connections between abstract concepts with real-world applications a</li> <li>• recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.</li> </ul>	<p><b>Reading for Informational Text</b>            RI 1            RI 4            RI 7</p> <p><b>Speaking and Listening</b>            SL 1            SL 2</p> <p><b>Writing</b>            W 3            W 4            W 5</p> <p><b>Language</b>            L 3            L 4            L 6</p>



# JA Career Exploration Fair

Session Descriptions	Academic Standards	CTE Career Ready Practices	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>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>3. Develop an education and career plan aligned with personal goals.</p> <ul style="list-style-type: none"> <li>• take personal ownership of their educational and career goals and manage their individual plan to attain these goals.</li> <li>• recognize the value of each step in the educational and experiential process, understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment.</li> </ul>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><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>NA</p>	<p>7. Act as a responsible citizen in the workplace and the community.</p> <ul style="list-style-type: none"> <li>• understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others.</li> </ul>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Career Exploration Fair

Session Descriptions	Academic Standards	CTE Career Ready Practices	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>Social Science Framework</b></p> <p>Civics</p> <p>Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.</p>	<p>3. Develop an education and career plan aligned with personal goals.</p> <ul style="list-style-type: none"> <li>• understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment.</li> </ul>	<p><b>Reading for Informational Text</b></p> <p>RI 2 RI 4 RI 5 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Speaker Series

Session Descriptions	Academic Standards	CTE Career Ready Practices	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>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>3. Develop an education and career plan aligned with personal goals.</p> <ul style="list-style-type: none"> <li>• take personal ownership of their educational and career goals and manage their individual plan to attain these goals.</li> <li>• recognize the value of each step in the educational and experiential process,</li> <li>• understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p><b>Objectives:</b></p> <p><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>NA</p>	<p>2. Communicate clearly, effectively, and with reason</p> <ul style="list-style-type: none"> <li>• skillfully interact with others</li> <li>• communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods.</li> <li>• use active listening skills</li> </ul> <p>3. seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.</p>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize Career Clusters</li> </ul>	<p><b>Social Science Framework</b></p> <p>Civics</p> <p>Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.</p>	<p>3. Develop an education and career plan aligned with personal goals.</p> <ul style="list-style-type: none"> <li>• understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment.</li> </ul>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 2 W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Excellence through Ethics

Session Descriptions	Academic Standards	CTE Career Ready Practices	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>	<p><b>Social Science Framework</b></p> <p>Civics</p> <p>Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.</p>	<p>7. Act as a responsible citizen in the workplace and the community.</p> <ul style="list-style-type: none"> <li>• understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others.</li> </ul> <p>12. Understand the environmental, social, and economic impacts of decisions.</p> <ul style="list-style-type: none"> <li>• understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment.</li> </ul>	<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>	<p><b>Social Science Framework</b></p> <p>Civics</p> <p>Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.</p>	<p>8. Model integrity, ethical leadership, and effective management.</p> <ul style="list-style-type: none"> <li>• consistently act in ways that align with personal and community-held ideals and principles.</li> <li>• employ ethical behaviors and actions that positively influence others.</li> <li>• demonstrate a clear understanding of integrity and act on this understanding in every decision. use a variety of means to positively impact the direction and actions of a team or organization</li> <li>• recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture</li> </ul>	<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	CTE Career Ready Practices	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>2. Communicate clearly, effectively, and with reason</p> <ul style="list-style-type: none"> <li>• communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 4</p> <p><b>Speaking and Listening</b> SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L 1 L 2 L 3 L 4 L 6</p>
<p><b>Applications and Resumes</b></p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p><b>Objectives:</b></p> <p><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><b>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>2. Communicate clearly, effectively, and with reason</p> <ul style="list-style-type: none"> <li>• communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods.</li> </ul>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L 1 L 2 L 3 L 4 L 6</p>

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

Session Descriptions	Academic Standards	CTE Career Ready Practices	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>	<p><b>Social Science Framework</b></p> <p>Economics</p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>7. Act as a responsible citizen in the workplace and the community.</p> <ul style="list-style-type: none"> <li>• understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others.</li> </ul>	<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>L 1 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>	<p><b>4 Social Science Framework</b></p> <p>Civics</p> <p>Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.</p>	<p>7. Act as a responsible citizen in the workplace and the community.</p> <ul style="list-style-type: none"> <li>• understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others.</li> </ul>	<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>L 1 L 3 L 4 L 6</p>

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

Session Descriptions	Academic Standards	CTE Career Ready Practices	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>	<p>NA</p>	<p>2. Communicate clearly, effectively, and with reason</p> <ul style="list-style-type: none"> <li>• communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods.</li> </ul> <p>4. Apply technology to enhance productivity.</p> <ul style="list-style-type: none"> <li>• find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.</li> <li>• become flexible and adaptive in acquiring and using new technology.</li> </ul>	<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>	<p><b>Social Science Framework</b></p> <p>Writing</p> <p>In history–social science and the other content areas, students begin writing arguments about discipline-specific content by introducing claims and distinguishing them from opposing claims, supporting claims logically and with relevant and accurate data and evidence, and establishing and maintaining a formal style.</p>	<p>4. Apply technology to enhance productivity.</p> <ul style="list-style-type: none"> <li>• find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.</li> <li>• become flexible and adaptive in acquiring and using new technology.</li> </ul>	<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>