



empowering young people to  
own their economic success®

# **A Correlation: NORTH DAKOTA Academic Standards and Junior Achievement Middle School Programs**

Updated March 2021  
[North Dakota Social Studies Academic Standards](#)  
ASCA Career Development Standards  
Common Core State Standards Included

Junior Achievement USA®  
One Education Way  
Colorado Springs, CO 80906

# 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.

In this document, Junior Achievement programs are correlated to the North Dakota Social Studies Standards as well as the ASCA Career Development Standards and the Common Core State Standards in English/ Language Arts and mathematics.

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.

## 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	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA	Common Core Math
<p><b>Session One: Mirror, Mirror</b></p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p><b>Objectives:</b> The students will:</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>	NA	C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations	<p><b>Grade 6</b> RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.2,4 SL.8.1 L.8.1,3,4</p>	
<p><b>Session Two: Be a Success</b></p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p> <p><b>Objectives:</b> The students will:</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>	E.6_12.7 Evaluate the elements of responsible personal finance.	<p>C.A.1.6 learn how to set goals</p> <p>C.A.1.7 understand the importance of planning</p> <p>C.B.1.1 apply decision making skills to career planning, course selection, and career transition</p> <p>C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice</p> <p>C.B.1.3 demonstrate knowledge of the career planning process</p>	<p><b>Grade 6</b> RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.3  6.NS.C.5</p>
<p><b>Session Three: Keeping Your Balance</b></p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> <p><b>Objectives:</b> The students will:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.7 Evaluate the elements of responsible personal finance.</p>	NA	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p> <p><b>Grade 7</b> 7.RP.A.3</p>

## JA Economics for Success

Session Descriptions	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core	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> The students will:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p> <p>E.6_12.7 Evaluate the elements of responsible personal finance.</p>	NA	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p> <p><b>Grade 7</b> 7.RP.A.3</p>
<p><b>Session Five: Keeping Score</b></p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p><b>Objectives:</b> The students will:</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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p> <p>E.6_12.7 Evaluate the elements of responsible personal finance.</p>	NA	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p> <p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p>	
<p><b>Session Six: What's the Risk?</b></p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> <p><b>Objectives:</b> The students will:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.7 Evaluate the elements of responsible personal finance.</p>	NA	<p><b>Grade 6</b> SL.6.1 L.6.1,3,4</p> <p><b>Grade 7</b> SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> SL.8.1 L.8.1,3,4</p>	

# JA Global Marketplace

Session Details	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core
<p><b>Session One: Business and Customer</b></p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	NA	<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 in order to meet customers' needs and make a profit in different countries.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</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 take into account their customers' cultural differences in order 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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p> <p>E.6_12.7 Evaluate the elements of responsible personal finance.</p>	NA	<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	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core
<p><b>Session Three: Global Trade</b></p> <p>Students learn that businesses trade in order 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> The students will be able to:</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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p> <p>E.6_12.6 Analyze how globalization has impacted various aspects of economies around the world.</p>	<p>NA</p>	<p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>
<p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p><b>Objectives:</b> The students will be able to:</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 of 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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p> <p>E.6_12.6 Analyze how globalization has impacted various aspects of economies around the world.</p>	<p>NA</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p><b>MATH</b> 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p><b>Mathematical Practices</b> 1-2 4-7</p>

Session Details	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core
<p><b>Session Five: Trade Barriers</b></p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p><b>Objectives:</b> The students will be able to:</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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p> <p>E.6_12.6 Analyze how globalization has impacted various aspects of economies around the world.</p>	<p>NA</p>	<p><b>ELA</b> <b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 L.6.1-6 <b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6 <b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>
<p><b>Session Six: Currency</b></p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p><b>Objectives:</b> The students will be able to:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	<p>NA</p>	<p><b>ELA</b> <b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6 <b>Grade 7</b> RI.7.4 SL.7.1-2 L.7.1 L.7.3-6 <b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>
<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> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how businesses are able to 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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p> <p>E.6_12.6 Analyze how globalization has impacted various aspects of economies around the world.</p>	<p>C:A1.2 learn about the variety of traditional and nontraditional occupations</p> <p>C:A2.3 demonstrate knowledge about the changing workplace</p> <p>C:B1.8 understand how changing economic and societal needs influence employment trends and future training</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6 <b>Grade 7</b> RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6 <b>Grade 8</b> RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

# JA It's My Business!

Session Details	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Session One: Entrepreneurs</b></p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b> The students will be able to:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice</p> <p>C.B1.8 understand how changing economic and societal needs influence employment trends and future training</p> <p>C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1-5</p>
<p><b>Session Two: Market and Need</b></p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p><b>Objectives:</b> The students will be able to:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.3 Analyze how supply and demand impact the allocation of goods and services.</p> <p>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	<p>C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice.</p> <p>C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

Session Details	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Session Three: Innovative Ideas</b></p> <p>Students learn about innovative idea generation, and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p><b>Objectives:</b> The students will be able to:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.3 Analyze how supply and demand impact the allocation of goods and services.</p> <p>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	<p>C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</p> <p>C.A1.4 learn how to interact and work cooperatively in teams</p> <p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p>	<p><b>Grade 6</b> 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> 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> 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> The students will be able to:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.3 Analyze how supply and demand impact the allocation of goods and services.</p> <p>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	<p>C.A1.4 learn how to interact and work cooperatively in teams</p> <p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p>	<p><b>Grade 6</b> 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> 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> RI. 8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

Session Details	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Session Five: Design and Prototype</b></p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p><b>Objectives:</b> The students will be able to:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.3 Analyze how supply and demand impact the allocation of goods and services.</p>	<p>C.A1.4 learn how to interact and work cooperatively in teams</p> <p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p><b>Session Six: Seek Funding</b></p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p><b>Objectives:</b> The students will be able to:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p> <p>E.6_12.3 Analyze how supply and demand impact the allocation of goods and services.</p>	<p>C.A1.4 learn how to interact and work cooperatively in teams</p> <p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

## JA It's My Future

Session Details	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Session One: My Brand</b> 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> The students will be able to:</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>E.6_12.1 Analyze the concept of scarcity when making economic decisions.</p>	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations C .A2.5 learn to respect individual uniqueness in the workplace</p> <p>C.A2.7 develop a positive attitude toward work and learning</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> 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> The students will be able to:</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>NA</p>	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.A1.4 learn how to interact and work cooperatively in teams</p> <p>C.A1.1 develop skills to locate, evaluate, and interpret career information</p> <p>C.A1.2 learn about the variety of traditional and nontraditional occupations</p> <p>C.B1.4 know the various ways in which occupations can be classified</p> <p>C.B1.5 use research and information resources to obtain career information</p> <p>C.B1.6 learn to use the internet to access career planning information</p> <p>C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice</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>

Session Details	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Session Three: High-Growth Careers</b>                      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>                      The students will be able to:</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>NA</p>	<p>C.A1.4 learn how to interact and work cooperatively in teams</p> <p>C.A1.1 develop skills to locate, evaluate, and interpret career information</p> <p>C.A1.2 learn about the variety of traditional and nontraditional occupations</p> <p>C.B1.4 know the various ways in which occupations can be classified</p> <p>C.B1.5 use research and information resources to obtain career information</p> <p>C.B1.6 learn to use the internet to access career planning information</p> <p>C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice</p>	<p><b>Grade 6</b>                      RI.6.1,4,7                      SL.6.1-2                      L.6.1-6</p> <p><b>Grade 7</b>                      RI.7.1,4                      SL.7.1-2                      L.7.1-6</p> <p><b>Grade 8</b>                      RI.8.1,4                      SL.8.1-2                      L.8.1,3,4</p>
<p><b>Session Four: Career Mapping</b>                      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>                      The students will be able to:</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>NA</p>	<p>C.A1.1 develop skills to locate, evaluate, and interpret career information</p> <p>C.A1.2 learn about the variety of traditional and nontraditional occupations</p> <p>C.B1.4 know the various ways in which occupations can be classified</p> <p>C.A.1.6 learn how to set goals</p> <p>C.A.1.7 understand the importance of planning</p> <p>C.B.1.1 apply decision making skills to career planning, course selection, and career transition</p> <p>C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice</p> <p>C.B.1.3 demonstrate knowledge of the career planning process</p> <p>C.B1.5 use research and information resources to obtain career information</p> <p>C.B1.6 learn to use the internet to access career planning information</p> <p>C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice</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>

Session Details	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Session Five: On the Hunt</b>                      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>                      The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</li> <li>▪ Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume.</li> </ul>	<p>NA</p>	<p>C.A1.4 learn how to interact and work cooperatively in teams</p> <p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C,A2.2 apply job readiness skills to seek employment opportunities</p> <p>C.A2.6 learn how to write a resume</p>	<p><b>Grade 6</b>                      RI.6.1                      RI.6.4                      RI.6.7                      SL.6.1-2                      SL.4                      L.6.1-6</p> <p><b>Grade 7</b>                      RI.7.1                      RI. 7.4                      SL.7.1-2                      SL.7.4                      L.7.1-4</p> <p><b>Grade 8</b>                      RI.8.1                      RI.8.4                      SL.8.1-2                      SL.8.4                      L.8.1-4</p>
<p><b>Session Six: Soft Skills</b>                      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>                      The students will be able to:</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>C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</p> <p>C.A1.4 learn how to interact and work cooperatively in teams</p> <p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</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 Career Exploration Fair

Session Descriptions	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Pre-Fair Session: What Sets You Apart?</b></p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p><b>Objectives:</b> The students will:</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>	NA	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.B.1.7 describe traditional and non-traditional occupations and how these relate to career choice</p> <p>C.B.1.8 understand how changing economic and societal needs influence employment trends and future training</p> <p>C.C.1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</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><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> The students will:</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>	E.6_12.4 Analyze the various institutions that drive and support the market economy.	<p>C.A.2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.C.2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</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>
<p><b>Post-Fair Session</b></p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify a future career goal.</li> <li>▪ Create a personal action plan.</li> </ul>		<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.A.1.6 learn how to set goals</p> <p>C.A.1.7 understand the importance of planning</p> <p>C.B.1.1 apply decision making skills to career planning, course selection, and career transition</p> <p>C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice</p> <p>C.B.1.3 demonstrate knowledge of the career planning process</p>	<p>Reading for Informational Text RI 2 RI 4 RI 5 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 Speaker Series

Session Descriptions	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Objectives:</b> The students will:</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>	NA	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice</p> <p>C.B1.8 understand how changing economic and societal needs influence employment trends and future training</p> <p>C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</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 4 W 7</p> <p>Language 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> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Practice active listening skills.</li> <li>▪ Equate job responsibilities with skills and interests</li> </ul>	E.6_12.4 Analyze the various institutions that drive and support the market economy.	<p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</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>
<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> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize Career Clusters</li> </ul>		<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 2 W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

## JA Excellence through Ethics

Session Descriptions	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Day of the Visit</b></p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p><b>Objectives:</b></p> <p>The students will:</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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	<p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2 SL 3 SL 4</p> <p>Writing W 4</p> <p>Language 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>The students will:</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>NA</p>	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>	<p>Speaking and Listening SL 1 SL 2 SL 3</p> <p>Language L 3 L 4 L 6</p>

# JA Inspire

Session Descriptions	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Session One: Career Planning Starts with You</b></p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks. .</p> <p><b>Objectives:</b> The students will be able to:</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>NA</p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.A.1.6 learn how to set goals</p> <p>C.A.1.7 understand the importance of planning</p> <p>C.B.1.1 apply decision making skills to career planning, course selection, and career transition</p> <p>C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice</p> <p>C.B.1.3 demonstrate knowledge of the career planning process</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><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> The students will be able to:</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>NA</p>	<p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7 W 8</p> <p>Language L 3 L 4 L 6</p>

Session Descriptions	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Session Three: JA Inspire Event</b></p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p><b>Objectives:</b> The students will:</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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	<p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</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><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> The students will be able to:</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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice</p> <p>C.B1.8 understand how changing economic and societal needs influence employment trends and future training</p> <p>C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</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 It's My Job (Soft Skills)

Session Descriptions	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Objectives:</b> The students will be able to:</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>	NA	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>	<p>Reading for Informational Text RI 1 RI 4</p> <p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language L1 L 2 L 3 L 4 L 6</p>
<p><b>Applications and Resumes</b></p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p><b>Objectives:</b> The students will be able to:</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>	NA	<p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C,A2.2 apply job readiness skills to seek employment opportunities</p> <p>C.A2.6 learn how to write a resume</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4</p> <p>Language L1 L 2 L 3 L 4 L 6</p>

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

Session Descriptions	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Interviewing for a Job</b></p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p><b>Objectives:</b> The students will be able to:</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>E.6_12.4 Analyze the various institutions that drive and support the market economy.</p>	<p>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</p> <p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.A2.2 apply job readiness skills to seek employment opportunities</p> <p>C.A2.6 learn how to write a resume</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language 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> The students will be able to:</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>NA</p>	<p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language L 1 L 3 L 4 L 6</p>

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

Session Descriptions	Grades 6-12 Social Studies Standards	ASCA Career Development Standards	Common Core ELA
<p><b>Workplace Communication</b></p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and use an appropriate professional tone in workplace communication.</li> <li>▪ Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>▪ Enable cooperative and productive group interactions.</li> <li>▪ Communicate to solve problems collaboratively and respectfully.</li> </ul>	NA	<p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.A2.2 apply job readiness skills to seek employment opportunities</p> <p>C.A2.6 learn how to write a resume</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>	<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><b>Workplace Writing</b></p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Use proper spelling, grammar, and punctuation in the workplace.</li> <li>▪ List best practices for effective business writing.</li> <li>▪ Use clear language and appropriate style for written communication in the workplace.</li> <li>▪ Identify important ideas and express them clearly and concisely in writing.</li> </ul>	NA	<p>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</p> <p>C.A2.2 apply job readiness skills to seek employment opportunities</p> <p>C.A2.6 learn how to write a resume</p> <p>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</p>	<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>