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

Updated September 2019
[Revised 2018 Wisconsin Social Studies Standards](#)
[Wisconsin Common Career Technical Standards-
Family and Consumer Sciences](#)
[Personal Financial Literacy](#)
[ACP Components Rubric](#)

Junior Achievement USA®
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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 Wisconsin Academic Standards including but not limited to: Social Studies; Personal Financial Literacy; Wisconsin Common Career Technical Standards (WCCTS); and the Academic and Career Planning (ACP) Guidelines; as well as Common Core English Language Arts (ELA) and Common Core Mathematics. When an Extended Learning Opportunity within the curriculum directly supports an academic standard, the letters ELO will appear superscripted next to the standard.

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](#)[®] provides practical information about personal finance and the importance of identifying education and career goals based on a student's skills, interests, and values.

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

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

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

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

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

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

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

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

JA Economics for Success

Session Descriptions	Academic Standards	Career Development	Common Core ELA	Common Core Math
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge ▪ Apply their skills, interests, and values to help determine a potential career path 	<p>Personal Financial Literacy A.8.1.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. A.8.1.2 Describe the unique characteristics of both a job and a career. A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p>	<p>ACP Know Interpret inventory results and articulate personal strengths and interests.</p> <p>ACP Explore Take age-appropriate inventories and assessments for career exploration... Locate information on clusters based on interests and self-awareness. Examine career information for career exploration</p>	<p>Grade 6 RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p>Grade 7 RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.2,4 SL.8.1 L.8.1,3,4</p>	<p>NA</p>
<p>Session Two: Be a Success</p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal-setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	<p>Personal Financial Literacy A.8.1.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p>	<p>ACP Explore Are exposed to activities based on a wide variety of career clusters and pathways Understand salary, standards of living, and connections to different careers’ earning potential. Demonstrate social skills needed for employability.</p>	<p>Grade 6 RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS..3 6.NS.C.5</p>
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers ▪ Define the term income and differentiate between gross and net income ▪ Name ways to balance a budget 	<p>Economics SS.Econ1.a.m Predict the opportunity costs of various decisions... SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.</p> <p>Personal Financial Literacy A.8.2.1 Identify and understand factors affecting income. Examine how income affects choices and spending decisions. B.8.1.1 Formulate and compare money management choices that enable individuals to progress toward stated financial goals. B.8.1.2 Prepare a budget ...</p>	<p>ACP Explore Understand salary, standards of living, and connections to different careers’ earning potential.</p> <p>ACP Know Create a mock budget for using income from a career of interest that addresses cost of living.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>

JA Economics for Success

Session Descriptions	Academic Standards	Career Development	Common Core	Common Core Math
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Identify the differences between debit and credit cards Explain the advantages and disadvantages of both cards <p>Recognize the importance of taking personal responsibility for financial decisions</p>	<p>Economics SS.Econ 2.a.m Analyze the role of consumers and producers in product markets.</p> <p>Provide examples of how individuals and households are both consumers and producers.</p> <p>Personal Financial Literacy C.8.1.1 Compare the benefits and costs of spending decisions. C.8.1.2 Analyze information about products and services C.8.2.2 Explain strategies of debt and credit management C.8.2.3 Explain credit terminology.</p>	<p>ACP Know Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Describe the favorable or unfavorable consequences of a high or low personal credit score Explain actions that cause a credit score to go up or down 	<p>Personal Financial Literacy C.8.4.1 Explain the factors affecting a “credit score.” C.8.4.2 Identify factors that affect creditworthiness and the purposes of credit records</p>	<p>ACP Know Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum. Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p> <p>Grade 6 6.NS.B.3 6.NS.C.5</p>	NA
<p>Session Six: What’s the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Explore the cost and consequence of risk Explain how insurance provides a method to minimize financial risk Identify the opportunity cost of having insurance <p>Assess how personal responsibility plays a part in minimizing risk</p>	<p>Personal Financial Literacy G.8.1.1 Predict the impact of loss associated with different types of financial risk. G.8.1.2 Explain how to reduce financial risk to self, family, and community. G.8.1.3 Identify ways to manage the possibility of financial loss. G.8.2.1 Describe the need for and value of different types of insurance. G.8.2.2 Identify factors to consider when determining the amount of protection needed.</p>	<p>ACP Know Self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum.</p>	<p>Grade 6 SL.6.1 L.6.1,3,4</p> <p>Grade 7 SL.7.1 L.7.1,3,4</p> <p>Grade 8 SL.8.1 L.8.1,3,4</p>	NA

JA Global Marketplace

Session Details	Academic Standards	Career Development	Common Core
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer ▪ Identify what a customer gains from an exchange with a business ▪ Define ethics and ethical dilemma (Deeper Look) ▪ Identify the stakeholders of a business. ▪ Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look) 	<p>Economics</p> <p>SS.Econ2.a.m. Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.</p> <p>SS.Econ.2.b.mm. Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>Behavioral Science</p> <p>SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p> <p>Personal Financial Literacy</p> <p>F.8.4.3 Illustrate how the economic system of production and consumption may be a means to achieve other significant societal goals.</p>	<p>WCCTS</p> <p>CD1.d.3.m: Evaluate the positive and negative implications of personal decisions.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers’ needs and make a profit in different countries.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ 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 ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Geography</p> <p>SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.</p> <p>Behavioral Science</p> <p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior.</p> <p>Personal Financial Literacy</p> <p>E.8.2.2 Examine the impact of selected business practices.</p> <p>F.8.1.1 Classify individual, social, and cultural differences in understanding and use of money and other financial resources.</p>	<p>WCCTS</p> <p>CD1.c.8.m: Show respect and appreciation for individual and cultural differences in groups</p> <p>ACP Know</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>

Session Details	Academic Standards	Career Development	Common Core
<p>Session Three: Global Trade</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>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade ▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade 	<p>Economics</p> <p>SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations.</p> <p>Assess how limited resources impact the choices of individuals, households, communities, businesses, and countries</p> <p>Geography</p> <p>SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions.</p> <p>SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places.</p> <p>Personal Financial Literacy</p> <p>F.8.1.2 Analyze attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work.</p>	<p>WCCTS</p> <p>4C1.b.4.m: Explain how multiple people can develop better solutions than an individual.</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>Economics</p> <p>S.Econ2.b.m Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services.</p> <p>Identify examples of U.S. exports and imports.</p> <p>Geography</p> <p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources</p> <p>SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p> <p>Personal Financial Literacy</p> <p>F.8.4.3 Illustrate how the economic system of production and consumption may be a means to achieve other significant societal goals.</p>	<p>WCCTS</p> <p>C1.b.6.m: Explain how multiple people and perspectives can improve an existing product or process better than an individual.</p> <p>4C's 4C1.a.5.m: Explain how a recently developed product or service fulfills a human need or desire.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p>MATH 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p>Mathematical Practices 1- 2 4-7</p>

JA Global Marketplace Blended

Session Details	Academic Standards	Career Development	Common Core
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Identify examples of trade barriers Analyze the consequences of trade barriers on businesses, employees, and customers Explain why balance of trade matters to businesses, customers, and employees 	<p>Economics</p> <p>S.Econ 4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p> <p>SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</p> <p>Personal Financial Literacy</p> <p>E.1 Understand the impact of contextual factors associated with consumer decision making.</p> <p>E.8.1.1 Examine individual differences in decisions made as a consumer.</p>	<p>WCCTS</p> <p>4C’s 4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Define currency and exchange rate Recognize that different countries have different forms of currency Recognize that each currency has a different value, which is determined through a variable exchange rate 	<p>Economics</p> <p>SS.Econ 3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).</p> <p>Personal Financial Literacy</p> <p>B.8.2.2 Describe various financial products or services (ATM, debit cards, credit cards, checkbooks, etc.) and the most appropriate use of each.</p> <p>E.8.6.1 Explain the forms and functions of money.</p> <p>E.8.6.2 Compare the value of goods or services from different sellers.</p>	<p>ACP Know</p> <p>Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages Express specific steps that would need to be taken to obtain work in another country Recognize the value of a second language for future job opportunities 	<p>Behavioral Science</p> <p>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p> <p>Personal Financial Literacy</p> <p>A.8.1.2 Describe the unique characteristics of both a job and a career.</p> <p>A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p>	<p>WCCTS</p> <p>CD2.a.2.m: describe a diverse range of opportunities available beyond high school.</p> <p>CD2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities.</p> <p>ACP Explore</p> <p>Make connections between skills acquired in and out of school and how they apply to careers of interest.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

JA It's My Business!

Session Details	Academic Standards	Career Development	Common Core ELA
<p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship ▪ Describe the relationship between a business and its products and service ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves 	<p>Entrepreneurship MF8.a.7.m Describe goals of entrepreneurship. MF8.a.8.m Describe desirable entrepreneurial personality traits and skills.</p> <p>Personal Financial Literacy A.8.1.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p>	<p>WCCTS CD1.a.2.m Assess personal strengths, aptitudes and passions related to potential future careers. CD1.d.3.m Evaluate the positive and negative implications of personal decisions.</p> <p>ACP Know Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. Make connections between skills acquired in and out of school and how they apply to careers of interest.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1-5</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define market and need ▪ Explain the importance of identifying market and need when developing new product or service ideas 	<p>Entrepreneurship MF8.a.12.m Examine career opportunities in entrepreneurship. MF9.a.7.m Explain the importance of how and entrepreneur generates ideas, and recognizes opportunities and determines the feasibility of the venture.</p> <p>Economics SS.Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry. SS.Inq.2.a.m. Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making. SS.Econ.2.c.m. Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.</p> <p>Personal Financial Literacy A.8.3.1 Examine how income affects choices and spending decisions.</p>	<p>WCCTS 4C1.a.5.m Explain how a recently developed product or service fulfills a human need or desire.</p> <p>ACP-KNOW Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum. Self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

JA It's My Business!

Session Details	Academic Standards	Career Development	Common Core ELA
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation, and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea 	<p>Economics SS.Econ.2.b.mm. Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>SS.Econ1.a.m Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries</p> <p>Entrepreneurship MF9.a.6.m Describe the need for entrepreneurial innovation.</p>	<p>WCCTS 4C1.b.4.m Explain how multiple people can develop better solutions than an individual. 4C3.b.4.m Use idea generating practices as part of a group. 4C3.b.5.m Describe ways to facilitate group collaboration.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p>Session Four: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process ▪ Describe multiple types of survey questions 	<p>Entrepreneurship MF9.a.8.m Analyze the components of the marketing mix within a variety of local competing industries. MF9.a.10.m Describe ways to measure the feasibility of a venture idea. MF9.b.6.m Explain tools used by entrepreneurs for venture planning.</p> <p>Personal Financial Literacy E.8.1.1 Examine individual differences in decisions made as a consumer. E.8.2.1 Compare and contrast advertising for opinion vs. fact. E.8.2.2 Examine the impact of selected business practices.</p>	<p>WCCTS 4C3.a.5.m Conduct a shared dialogue with others on a common problem or task.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

JA It's My Business!

Session Details	Academic Standards	Career Development	Common Core ELA
<p>Session Five: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Represent a product idea and its features by using rough sketches and drawings Recognize sketches as an important first step in the prototype process 	<p>Entrepreneurship</p> <p>MF9.d.9.m Use creative problem solving in a classroom activity.</p>	<p>WCCTS</p> <p>4C1.a.4.m Analyze elements of a problem to develop creative solutions.</p> <p>4C2.a.8.m Explain how implementation of a solution or action may affect one or more corresponding systems.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5</p>
<p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Describe the elements that make a strong pitch presentation Work together to create and deliver a product pitch for potential funding 	<p>Social Studies</p> <p>SS.Inq.3.a.m. Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>SS.Inq.3.c.m. Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> <p>SS.Inq.4.a.m. Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p> <p>Entrepreneurship</p> <p>MF9.c.5.m Describe ways to obtain financial support from the community</p> <p>MF9.c.5.m Describe considerations in selecting capital resources.</p> <p>MF9.d.4.m Identify ways to help the new business venture be successful.</p>	<p>WCCTS</p> <p>CD4.a.3.m Demonstrate self-discipline, self-worth, positive attitude and integrity.</p> <p>CD4.a.4.m Demonstrate flexibility and willingness to learn new knowledge and skills.</p> <p>ACP-KNOW</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> <p>EXPLORE</p> <p>Identify and exhibit positive social skills consistent with employability</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

JA It's My Future

Session Details	Academic Standards	Career Development	Common Core ELA
<p>Session One: My Brand Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career ▪ Design a logo that expresses their personal brand 	<p>Social Studies SS.Inq4.a.m. Communicate conclusions using a variety of media</p>	<p>WCCTS CD1.a.2.m: Assess personal strengths, aptitudes and passions related to potential future careers.</p> <p>ACP Know Participate in extra- and co-curricular activities that provide experiences from which they learn about their skills, abilities, and interests.</p> <p>Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences that explore or enhance them</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p>Session Two: Career Paths and Clusters Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define careers cluster. ▪ Identify jobs in specific career clusters to explore further ▪ Recognize the interconnectivity and value of all types of jobs 	<p>Financial Literacy A.8.1.1. Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. A.8.1.2. Describe the unique characteristics of both a job and a career. A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p>	<p>ACP Explore Identify 2-3 career clusters that are compatible with interests, strengths, and values as identified in assessments. Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway.</p> <p>WCCTS CD3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways. CD3.a.9.m: Use assessment results in educational planning including career awareness.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>

Session Details	Academic Standards	Career Development	Common Core ELA
<p>Session Three: High-Growth Careers Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high- growth rates ▪ Consider a variety of factors when selecting a career 	<p>Personal Financial Literacy A.8.2.1 Identify and understand factors affecting income.</p>	<p>WCCTS CD2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities. CD2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities.</p> <p>ACP Explore Describe how careers of interest relate to assessment information and interests. Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>
<p>Session Four: Career Mapping Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to explore further ▪ Plan significant milestones they need to reach to earn a particular job 	<p>Personal Financial Literacy A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p>	<p>WCCTS CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. CD3.a.7.m: Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway. CD3.a.8.m: Choose career opportunities that appeal to personal career goals.</p> <p>ACP Career Exploration Describe how careers of interest relate to assessment information and interests. Make connections between skills acquired in and out of school and how they apply to careers of interest.</p> <p>ACP Know Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>

JA It's My Future

Session Details	Academic Standards	Career Development	Common Core ELA
<p>Session Five: On the Hunt Students are introduced to the basics of looking for, and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. 	<p>NA</p>	<p>WCCTS CD4.a.3.m: Demonstrate self- discipline, self-worth, positive attitude and integrity. CD4.a.4.m: Demonstrate flexibility and willingness to CD4.a.S.m: Identify positive work-qualities typically desired in each of the career cluster's pathways. CD4.b.2.m: Identify the components of a job description.</p> <p>ACP Career Preparation Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities.</p> <p>Receive instruction in crafting appropriate communications with different purposes/audiences. learn new knowledge and skills.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p>Session Six: Soft Skills Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define and differentiate between technical skills and soft skills ▪ Identify specific soft skills they already possess and those they need to improve 	<p>Personal Financial Literacy F.8.1.2 Analyze attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work.</p>	<p>WCCTS CD3.c.3.m: Identify work values and needs. CD3.c.4.m: Define adaptability and flexibility in the world of work.</p> <p>ACP Explore Identify and exhibit positive social skills consistent with employability</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

JA Career Exploration Fair

Session Descriptions	Academic Standards	ACP	Common Core ELA
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	<p>Social Studies SS.Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>Financial Literacy A.8.1.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. A.8.1.2 Describe the unique characteristics of both a job and a career.</p>	<p>ACP Know Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences that explore or enhance them</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Complete one pre-fair activity (teacher-led) (optional). ▪ Rotate to a station, table, or room to hear seven presentations the day of the fair. ▪ Complete one post-fair activity (teacher-led) (optional). ▪ Complete a student evaluation, if requested. 	<p>Social Studies SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>Financial Literacy A.8.2.1 Identify and understand factors affecting income. A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice. F.8.5.4 Connect the role of philanthropy, volunteer service, and charities to community development and quality of life.</p>	<p>ACP Know Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> <p>ACP Explore Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.</p> <p>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</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>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify a future career goal. ▪ Create a personal action plan. 	<p>Social Studies SS.Inq4.a.m Communicate conclusions using a variety of media.</p>	<p>ACP Know Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc. Connect self-exploration and career exploration to the creation of a personal plan....</p> <p>ACP Explore Describe how careers of interest relate to their assessment information and interests.</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 3-6</p>

JA Career Speaker Series

JA Career Speaker Series

Session Descriptions	Academic Standards	ACP	Common Core ELA
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	<p>Social Studies SS.Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</p>	<p>ACP Know Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> <p>ACP Explore Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments</p> <p>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</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>Session Two: During the Event</p> <p>Students learn about the guest speaker's job experiences and stories, ask questions, and take notes.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	<p>Financial Literacy F.8.5.4 Connect the role of philanthropy, volunteer service, and charities to community development and quality of life.</p> <p>Social Studies SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>ACP Explore Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway.</p> <p>Make connections between skills acquired in and out of school and how they apply to careers of interest.</p> <p>ACP GO Explore different career options within career clusters of interest, areas of strengths and interest.</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>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	<p>Financial Literacy A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p> <p>Social Studies SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>ACP Explore Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments</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	Academic Standards	WCCTS	Common Core ELA
<p>Day of the Visit</p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define ethics, ethical dilemma, values, core values, and interdependence. ▪ Articulate how one's core values affects one's choices. ▪ Articulate and identify the steps necessary to make ethical decisions. ▪ Recognize that individual ethics affect the greater community. 	<p>Social Studies</p> <p>SS.Inq1.b.mIdentify additional questions that support the research and possible resources to guide the inquiry.</p> <p>SS.BH1.a.mIdentify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p> <p>Financial Literacy</p> <p>E.6 Examine critically the impact of socio-cultural norms and demographics related to money, saving, spending, and so forth.</p> <p>F.1 Understand factors that affect citizen financial decisions and actions.</p> <p>F.8.3.1 Investigate significant questions/public policy issues of concern to citizens as family members, workers, community members, and citizens.</p> <p>F.5 Examine the impact that government, business, consumer, and financial decisions and actions have on the individual, family, community, society, and world.</p>	<p>CD1.c.5.m: Distinguish between appropriate and inappropriate behavior in a team setting.</p> <p>CD1.c.7.m: Display cooperative behavior and identify personal strengths and assets in groups.</p> <p>CD1.c.8.m: Show respect and appreciation for individual and cultural differences in group</p> <p>CD1.d.4.m: Apply decision-making strategies to personal and team interactions.</p>	<p>Reading for Informational Text</p> <p>RI 1</p> <p>RI 4</p> <p>RI 7</p> <p>Speaking and Listening</p> <p>SL 1</p> <p>SL 2</p> <p>SL 3</p> <p>SL 4</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 3</p> <p>L 4</p> <p>L 6</p>
<p>Reflection Activity</p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Apply key terms and concepts used in the volunteer-led activities. ▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. 	<p>Social Studies</p> <p>SS.Inq1.b.mIdentify additional questions that support the research and possible resources to guide the inquiry.</p> <p>SS.BH3.a.mAnalyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p>	<p>CD1.c.6.m: Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others.</p>	<p>Speaking and Listening</p> <p>SL 1</p> <p>SL 2</p> <p>SL 3</p> <p>Language</p> <p>L 3</p> <p>L 4</p> <p>L 6</p>

JA Inspire

Session Descriptions	Academic Standards	ACP	Common Core ELA
<p>Session One: Career Planning Starts with You</p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters that match their skills and interests. ▪ Assess their soft skills and identify need for improvement. ▪ Identify industries and jobs that offer opportunities. 	<p>Financial Literacy</p> <p>A.8.1.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>A.8.1.2 Describe the unique characteristics of both a job and a career.</p> <p>A.8.2.1 Identify and understand factors affecting income.</p> <p>A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p> <p>Social Studies</p> <p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p>	<p>ACP Know Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences that explore or enhance them.</p> <p>ACP Explore Identify and exhibit positive social skills consistent with employability.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>Session Two: Making the Most of JA Inspire</p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify companies that they want to learn more about at the JA Inspire event. Three is a good number. ▪ Prepare questions that they want to ask and practice asking them. ▪ Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer, and helps to connect them with the company volunteers. ▪ Express their expectations of the upcoming event. 	<p>Social Studies</p> <p>SS.Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>ACP Know Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. Make connections between skills acquired in and out of school and how they apply to careers of interest.</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	Academic Standards	ACP	Common Core ELA
<p>Session Three: JA Inspire Event</p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Make connections with adults who have jobs in careers that interest them. ▪ See the connection between high school programming choices and careers. ▪ Collect information about the education required to be successful in a job. ▪ Practice soft skills. 	<p>Financial Literacy</p> <p>F.8.5.4 Connect the role of philanthropy, volunteer service, and charities to community development and quality of life.</p>	<p>ACP Explore</p> <p>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.</p> <p>Make connections between skills acquired in and out of school and how they apply to careers of interest.</p> <p>Identify and exhibit positive social skills consistent with employability.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>Session Four: Debrief and Next Steps</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event. ▪ Identify next steps, including exploration of high school coursework and other research. ▪ Understand relevant business communication practices. 	<p>Social Studies</p> <p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p> <p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>ACP Explore</p> <p>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.</p> <p>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</p> <p>Describe how careers of interest relate to their assessment information and interests.</p> <p>ACP Plan</p> <p>Connect self-exploration and career exploration to the creation of a personal plan....</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	Academic Standards	ACP	Common Core ELA
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of manners as an element of professionalism. ▪ Identify language and style appropriate for the workplace. 	<p>Financial Literacy A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p> <p>WCCTS CD1.b.3.m: Develop effective coping skills for dealing with problems. CD1.c.5.m: Distinguish between appropriate and inappropriate behavior in a team setting. CD1.c.6.m: Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others. CD1.c.7.m: Display cooperative behavior and identify personal strengths and assets in groups.</p>	<p>ACP Explore Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. Identify and exhibit positive social skills consistent with employability.</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 L 1 L 2 L 3 L 4 L 6</p>
<p>Applications and Resumes</p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify information necessary for a job application. ▪ Recognize key features and formatting of resumes. ▪ Use appropriate language for a resume. 	<p>WCCTS CD4.b.2.m: Identify the components of a job description. CD4.b.5.h: Use multiple resources to locate job opportunities. CD4.b.3.m: Use technology to assist in career exploration and job-seeking activities</p>	<p>ACP-EXPLORE Make connections between skills acquired in and out of school and how they apply to careers of interest.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	ACP	Common Core ELA
<p>Interviewing for a Job</p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify appropriate content for a personal brag sheet ▪ Adapt personal information to interview situations. ▪ Develop answers to common interview questions. ▪ Recognize appropriate professional dress and demeanor for a job interview. 	<p>Financial Literacy</p> <p>A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p> <p>WCCTS</p> <p>CD1.a.2.m: Assess personal strengths, aptitudes and passions related to potential future careers.</p> <p>CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p> <p>CD4.a.5.m: Identify positive work-qualities typically desired in each of the career cluster’s pathways.</p>	<p>ACP Know</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> <p>Describe how careers of interest relate to assessment information and interests.</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>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. ▪ Identify the effects of inappropriate usage of cell phones in the workplace. ▪ Adapt cell phone behavior and functions for professional uses. ▪ Recognize and apply appropriate texting style for communicating in the workplace. 	<p>WCCTS</p> <p>CD1.c.5.m: Distinguish between appropriate and inappropriate behavior in a team setting.</p> <p>CD1.c.6.m: Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others.</p> <p>CD4.c.2.m: Demonstrate the behavior and etiquette appropriate to interactions with adults.</p> <p>CD4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting</p>	<p>ACP Know</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language L1 L 3 L 4 L 6</p>

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<p>Workplace Communication</p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and use an appropriate professional tone in workplace communication. ▪ Identify appropriate and inappropriate subjects for workplace discussion. ▪ Enable cooperative and productive group interactions. ▪ Communicate to solve problems collaboratively and respectfully. 	<p>WCCTS</p> <p>CD1.c.7.m: Display cooperative behavior and identify personal strengths and assets in groups.</p> <p>CD3.c.3.m: Identify work values and needs.</p> <p>CD4.c.2.m: Demonstrate the behavior and etiquette appropriate to interactions with adults.</p> <p>CD4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting.</p> <p>CD4.d.3.m: Interact with others in a respectful and non-judgmental manner.</p> <p>CD4.d.2.e: Define cooperation.</p> <p>CD4.d.4.m: Use cooperative behavior in helping peers accomplish goals and tasks.</p>	<p>ACP Explore Identify and exhibit positive social skills consistent with employability.</p> <p>ACP Know Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language L1 L 3 L 4 L 6</p>
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Use proper spelling, grammar, and punctuation in the workplace. ▪ List best practices for effective business writing. ▪ Use clear language and appropriate style for written communication in the workplace. ▪ Identify important ideas and express them clearly and concisely in writing. 	<p>Financial Literacy</p> <p>A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.</p> <p>WCCTS</p> <p>CD4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting.</p>	<p>ACP Know Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4 W5 W6</p> <p>Language L1 L 2 L 3 L 4 L 6</p>