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

Updated September 2020 (2021)
Business, Marketing, Information Technology, & Entrepreneurship
CTE: Family and Consumer Sciences
Exploring College and Careers
Employability Standards
Common Core State Standards Included

Junior Achievement USA®
One Education Way
Colorado Springs, CO
80906
www.ja.org
Overview

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

In this document, Junior Achievement programs are correlated to the Indiana Social Studies Standards and the Indiana Business, Marketing, Information Technology, & Entrepreneurship Standards; CTE: Family and Consumer Sciences; Financial Literacy, as well as the Common Core State Standards in English/ Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA Middle Grades Programs

JA Economics for Success® provides practical information about personal finance and the importance of identifying education and career goals based on a student’s skills, interests, and values.

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

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

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

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

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

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

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

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

Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.

**Objectives:**

- Use personal reflection to explain self-knowledge
- Apply their skills, interests, and values to help determine a potential career path

**Key Ideas and Textual Support**

RN.2.1-3
RN.4.2

**Vocabulary Building**

RV.1
RV.2.1,5
RV.3.2

**Discussion and Collaboration**

SL.1
SL.2.1-5
SL.3.1

**Employability Skills**

6-8.M.4 Demonstrate continuous growth in self-understanding
6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.
6-8.LS.4 Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).

### Session Two: Be a Success

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.

**Objectives:**

- Identify the connection between goal setting, personal finance, education, and career choices
- Apply decision making to education and career choices

**Key Ideas and Textual Support**

RN.2.1-3
RN.4.2

**Vocabulary Building**

RV.1
RV.2.1,5
RV.3.2

**Discussion and Collaboration**

SL.1
SL.2.1-5
SL.3.1

**Employability Skills**

6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.
6-8.WE.5 Understand how to meet long-term goals by developing short term goals.
6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.
## Session Three: Keeping Your Balance

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.

### Objectives:

**Students will:**
- 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

### Key Ideas and Textual Support

#### RN.2.1-3

#### RN.4.2

#### RV.1

#### RV.2.1,5

#### RV.3.2

### Discussion and Collaboration

#### SL.1

#### SL.2.1-5

#### SL.3.1

### Indiana English/Language Arts Standards

### Indiana Math Standards

### Indiana Academic Standards

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<th>Economics</th>
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<td>FLE.3.1</td>
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</table>

### Employability Skills

6-8.WE.4 Understand failure as an opportunity for growth.
6-8.WE.5 Understand how to meet long-term goals by developing short term goals.
## Session Descriptions

### Session Four: Savvy Shopper

Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.

**Objectives:**

Students will:

- Identify the differences between debit and credit cards
- Explain the advantages and disadvantages of both cards
- Recognize the importance of taking personal responsibility for financial decisions

**Key Ideas and Textual Support**

- RN.2.1-3
- RN.3.1
- RN.4.2

**Vocabulary Building**

- RV.1
- RV.2.1,5
- RV.3.2

**Discussion and Collaboration**

- SL.1
- SL.2.1-5
- SL.3.1

**Indiana English/Language Arts Standards**

**Indiana Math Standards**

- Computation
  - 6.C.2,3
  - 7.C.8
  - 8.C.1

**Indiana Academic Standards**

- Economics
  - Grade 6
  - Grade 7
  - Grade 8
  - 6.1.6.A-C
  - 6.1.7.A-C
  - 6.1.8.A-C

**Employability Skills**

- 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.
- 6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations.

### Session Five: Keeping Score

Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.

**Objectives:**

Students will:

- 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

**Key Ideas and Textual Support**

- RN.4.2

**Vocabulary Building**

- RV.3.2

**Discussion and Collaboration**

- SL.1
- SL.2.1-5
- SL.3.1

**Number System**

- 6.NS.1

**Computation**

- 6.C.2,3
- 7.C.8

**Financial Literacy**

- FLE.4.2
- FLE.4.3

**Employability Skills**

- 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.
- 6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.
Session Six: What’s the Risk?

Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.

Objectives:

Students will:

- Explore the cost and consequences of risk
- Explain how insurance provides a method to minimize financial risk
- Identify the opportunity cost of having insurance
- Assess how personal responsibility plays a part in minimizing risk

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<td>6.1.7.C</td>
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Vocabulary Building
RV.3.2

Discussion and Collaboration
SL.1
SL.2.1-5
SL.3.1

Financial Literacy
FLE.5.1
FLE.5.2

Economics
Grade 6
Grade 7
Grade 8
6.1.6.C
6.1.7.C
6.5.6.D
6.5.7.D
6.5.8.D

Employability Skills
6-8.LS.10 Take an active participation in the learning process.
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| **Session One: Business and Customer**  
Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.  
**Objectives:**  
**Students will:**  
- 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)  
  
**Grade 6**  
6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.  
6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.  
  
**Grade 7**  
7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.  
  
**Grade 8**  
8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.  
  
6-8.SE.2 Demonstrate an awareness of the needs and rights of others.  
  
**Key Ideas and Textual Support**  
RN.2.1-3  
RN.4.2  
  
**Vocabulary Building**  
RV.1  
RV.2.1,5  
RV.3.2  
  
**Discussion and Collaboration**  
SL.1  
SL.2.1-5  
SL.3.1  

| **Session Two: Business and Culture**  
Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.  
**Objectives:**  
**Students will:**  
- Identify business-related, cultural differences throughout the world  
- Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit  
- Identify cultural differences throughout the world that affect social interaction and communication  
  
**Grade 6**  
6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.  
  
**Grade 7**  
7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.  
  
6-8.SE.3 Demonstrate an understanding of different cultural practices and others’ worldviews.  
  
**Key Ideas and Textual Support**  
RN.4.2  
  
**Vocabulary Building**  
RV.1  
RV.2.1-3  
RV.3.2-3  
  
**Writing**  
W.5  
  
**Discussion and Collaboration**  
SL.1  
SL.2.1-5  
SL.3.1  
SL.4.1  

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| **Session Three: Global Trade**  
Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game. | **Grade 6**  
6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.  
**Grade 7**  
7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.  
7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.  
**Grade 8**  
8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.  
6-8.LS.10 Take an active participation in the learning process. | NA | Key Ideas and Textual Support  
RN.2.1-2  
RN.4.1-2  
Vocabulary Building  
RV.1  
RV.2.1-2  
RV.3.2  
Writing  
W.3.2  
Discussion and Collaboration  
SL.1  
SL.2.1-5  
SL.3.1  
SL.4.1 |

**Objectives:**  
**Students will:**  
- 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

| **Session Four: Why Countries Specialize**  
Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. | **Grade 6**  
6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas.  
6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.  
**Grade 7**  
7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.  
**Grade 8**  
8.3.1 Read maps to interpret symbols and determine the landforms and human features that represent physical and cultural characteristics of regions in the United States. | 6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations. | Key Ideas and Textual Support  
RN.2.1-3  
Vocabulary Building  
RV.1  
RV.2.1-2  
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Writing  
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Discussion and Collaboration  
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| **Session Five: Trade Barriers** | **Grade 7**  
Grade 7 7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.  
**Grade 8**  
Grade 8 8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States. | 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions. | Key Ideas and Textual Support  
RN.2.1-2  
RN.4.1-2  
Vocabulary Building  
RV.1  
RV.2.1-2  
RV.3.2  
Writing  
W.3.2 |
| 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. | **Objectives:**  
Students will:  
- 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 | **Vocabulary Building**  
RV.1  
RV.2.1-2  
RV.3.2  
Writing  
W.3.2  
Discussion and Collaboration  
SL.1  
SL.2.1-5  
SL.3.1  
SL.4.1 |
| **Session Six: Currency** | **Grade 6**  
6.4.3 Explain why international trade requires a system for exchanging currency between various countries.  
**Grade 7**  
7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.  
**Grade 8**  
8.4.6 Trace the development of different kinds of money used in the United States. | 6-8.WE.3 Complete tasks or activities with some prompting and guidance | **Vocabulary Building**  
RV.1  
RV.2.1-2  
RV.3.2  
Writing  
W.5  
Discussion and Collaboration  
SL.1  
SL.2.1-5  
SL.3.1 |
## Session Details

### Session Seven: Global Workforce

Students take on the role of international business owners reviewing the skills and experience of potential employees.

### Objectives:

**Students will:**

- Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages
- Express specific steps that would need to be taken to obtain work in another country
- Recognize the value of a second language for future job opportunities

### Indiana Social Studies Standards

**Grade 6**

6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

**Grade 8**

8.4.10 Compare and contrast job skills needed in different time periods in United States history.

### Employability Skills

6-8.WE.1 Demonstrate understanding of potential consequences of responsibility

### Indiana English/Language Arts

- **Key Ideas and Textual Support**
  - RN.2.1-3
- **Vocabulary Building**
  - RV.1
  - RV.2.1-2
  - RV.3.2
- **Writing**
  - W.5
- **Discussion and Collaboration**
  - SL.1
  - SL.2.1-5
  - SL.3.1
## JA It’s My Business!

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| **Session One: Entrepreneurs**  
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.  
**Objectives:**  
Students will:  
- Define entrepreneurship and social entrepreneurship  
- Describe the relationship between a business and its products and services  
- Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves  
**Exploring College and Careers**  
ECC.1.2 Describe personal aptitudes, interests, and skills  
ECC.4.1 Identify skills needed for career choices and match to personal abilities and interest  
ECC.4.2 Explain the impact of selected careers on lifestyle goals  
**Business and Information Technology**  
MLB.18.1 Define entrepreneurship and examine its history in the US  
MLB.18.2 Identify the personal traits/behaviors of a successful entrepreneur  
| **Exploring College and Careers**  
ECC.3.1 Demonstrate components of critical and creative thinking  
**Business and Information Technology**  
MLB.16.2 Practice and exhibit active listening techniques  
MLB.17.1 Define marketing and its impact on society  
MLB.17.7 Define potential target markets for a specific product or service  
MLB.18.6 Recognize the influence of demographics and the economy on entrepreneurial ventures  
| **Exploring College and Careers**  
6-8.WE.1 Demonstrate understanding of potential consequences of responsibility  
6-8.LS.4 Identify possible career choices and high school course selection using self-assessment  
6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings  
| **Key Ideas and Textual Support**  
RN.2.1-2  
RN.4.1-2  
**Vocabulary Building**  
RV.2.1-5  
RV.3.2  
**Discussion and Collaboration**  
SL.2.1-5  
SL.3-1-2  
**Media Literacy**  
7.ML.2.1-2 |
| **Session Two: Market and Need**  
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.  
**Objectives:**  
Students will:  
- Define market and need  
- Explain the importance of identifying market and need when developing new product or service ideas  
**Exploring College and Careers**  
ECC.3.1 Demonstrate components of critical and creative thinking  
**Business and Information Technology**  
MLB.16.2 Practice and exhibit active listening techniques  
MLB.17.1 Define marketing and its impact on society  
MLB.17.7 Define potential target markets for a specific product or service  
MLB.18.6 Recognize the influence of demographics and the economy on entrepreneurial ventures  
| **Exploring College and Careers**  
6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities  
6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions  
6-8.SE.2 Demonstrate an awareness of the needs and rights of others  
| **Key Ideas and Textual Support**  
RN.2.1-2  
RN.4.1-2  
**Vocabulary Building**  
RV.2.1-5  
RV.3.2  
**Discussion and Collaboration**  
SL.2.1-5  
SL.3-1-2  
**Media Literacy**  
7.ML.2.1-2 |
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<td></td>
<td>Business and Information Technology MLB.16.4 Demonstrate the concepts of collaboration with peers as they relate to successful communication both personally and professionally.</td>
<td>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</td>
<td>Vocabulary Building RV.2.1,5 RV.3.2</td>
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<td>MLB.17.8 Design a new product or service, or find a way to improve and existing product or service, to meet customer wants.</td>
<td>6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.</td>
<td>Discussion and Collaboration SL.2.1-5 SL.3.1-2</td>
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<td>Session Four: Testing the Market</td>
<td>Exploring College and Careers ECC.3.2 Apply decision-making processes. ECC.5.2 Demonstrate personal skills needed to succeed in school, life and career.</td>
<td>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</td>
<td>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</td>
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<td></td>
<td>Business and Information Technology MLB.16.3 Identify how customers’ input and feedback can influence a business’s marketing strategy. MLB.17.7 Define potential target markets for a specific product or service.</td>
<td>6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations 6-8.LS.10 Take an active participation in the learning process. 6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.</td>
<td>Vocabulary Building RV.2.1,5 RV.3.2</td>
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<td>MLB.16.4 Differentiate between types of internal and external communications and how they should be designed and distributed.</td>
<td>6-8.LS.1 Take an active participation in the learning process. 6-8.LS.10 Take an active participation in the learning process. 6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.</td>
<td>The Writing Process W.4</td>
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<td>MLB.17.5 Identify how customers’ input and feedback can influence a business’s marketing strategy.</td>
<td>6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.</td>
<td>Discussion and Collaboration SL.2.1-5 SL.3.1-2</td>
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<td>MLB.17.7 Define potential target markets for a specific product or service.</td>
<td>6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.</td>
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<tr>
<td><strong>Session Five: Design and Prototype</strong></td>
<td><strong>Exploring College and Careers</strong>&lt;br&gt;ECC.3.2 Apply decision-making processes.</td>
<td>6-8.M.1 Apply new strategies based on lessons learned from feedback.&lt;br&gt;6-8.WE.3 Complete tasks or activities with some prompting and guidance.&lt;br&gt;6-8.WE.4 Understand failure as an opportunity for growth.&lt;br&gt;6-8.LS.11 Complete activities and assignments thoroughly and accurately.</td>
<td><strong>Key Ideas and Textual Support</strong>&lt;br&gt;RN.4.1-2&lt;br&gt;<strong>Vocabulary Building</strong>&lt;br&gt;RV.2.1,5&lt;br&gt;RV.3.2&lt;br&gt;<strong>Discussion and Collaboration</strong>&lt;br&gt;SL.2.1-5&lt;br&gt;SL.3.1-2&lt;br&gt;<strong>Media Literacy</strong>&lt;br&gt;7.ML.2.1-2</td>
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<td>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.</td>
<td><strong>Business and Information Technology</strong>&lt;br&gt;MLB.17.8 Design a new product or service, or find a way to improve and existing product or service, to meet customer wants.</td>
<td><strong>Key Ideas and Textual Support</strong>&lt;br&gt;RN.2.1-2&lt;br&gt;<strong>Vocabulary Building</strong>&lt;br&gt;RV.2.1,5&lt;br&gt;RV.3.2&lt;br&gt;<strong>Writing Genres</strong>&lt;br&gt;W.3.1-2&lt;br&gt;<strong>Discussion and Collaboration</strong>&lt;br&gt;SL.2.1-5&lt;br&gt;SL.3.1-2&lt;br&gt;<strong>Media Literacy</strong>&lt;br&gt;7.ML.2.1-2&lt;br&gt;<strong>Presentation of Knowledge and Ideas</strong>&lt;br&gt;SL.4.1-3</td>
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<td><strong>Objectives:</strong> Students will:</td>
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<td>• Represent a product idea and its features by using rough sketches and drawings</td>
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<td>• Recognize sketches as an important first step in the prototype process</td>
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<tr>
<td><strong>Session Six: Seek Funding</strong></td>
<td><strong>Exploring College and Careers</strong>&lt;br&gt;ECC.3.2 Apply decision-making processes. 5.2 Demonstrate personal skills needed to succeed in school, life and career.</td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding.&lt;br&gt;6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces.&lt;br&gt;6-8.LS.1 Communicate information to audiences in a variety of formats</td>
<td><strong>Key Ideas and Textual Support</strong>&lt;br&gt;RN.4.1-2&lt;br&gt;<strong>Vocabulary Building</strong>&lt;br&gt;RV.2.1,5&lt;br&gt;RV.3.2&lt;br&gt;<strong>Writing Genres</strong>&lt;br&gt;W.3.1-2&lt;br&gt;<strong>Discussion and Collaboration</strong>&lt;br&gt;SL.2.1-5&lt;br&gt;SL.3.1-2&lt;br&gt;<strong>Media Literacy</strong>&lt;br&gt;7.ML.2.1-2&lt;br&gt;<strong>Presentation of Knowledge and Ideas</strong>&lt;br&gt;SL.4.1-3</td>
</tr>
<tr>
<td>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.</td>
<td><strong>Business and Information Technology</strong>&lt;br&gt;MLB.16.5 Display appropriate and professional techniques in public speaking as well as in written and nonverbal communications. MLB.16.6 Create, format, edit, store, and distribute academic, professional, and personal documents for the appropriate audience, purpose, and situation.</td>
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<tr>
<td><strong>Objectives:</strong> Students will:</td>
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<tr>
<td>• Describe the elements that make a strong pitch presentation</td>
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<tr>
<td>• Work together to create and deliver a product pitch for potential funding</td>
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<tr>
<td>Session Details</td>
<td>Academic Standards</td>
<td>Employability Standards</td>
<td>Common Core ELA</td>
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</tbody>
</table>
| **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.  
**Objectives:**  
**Students will:**  
- 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 | **Business and Information Technology**  
MLB-6.2 Explore and describe personal aptitudes, interests, and skills through the use of personal assessments.  
MLB 9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently.  
Exploring College and Careers  
ECC.1.2 Describe personal aptitudes, interests, and skills. | 6-8.M.4 Demonstrate continuous growth in self-understanding.  
6-8.L.S.1 Communicate information to audiences in a variety of formats | **Vocabulary Building**  
RV.2.1,5  
RV.3.2  
**Discussion and Collaboration**  
SL.2.1-5  
SL.3.1-2  
**Media Literacy**  
7.ML.2.1-2 |
| **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.  
**Objectives:**  
**Students will:**  
- Define careers cluster.  
- Identify jobs in specific career clusters to explore further  
- Recognize the interconnectivity and value of all types of jobs | **Business and Information Technology**  
MLB-2.1 Use hardware devices and software applications to enhance learning.  
MLB 7.1 Locate, understand and use career information and resources to set short and long term goals for career decisions.  
MLB 7.3 Describe the various careers in each of the Career Clusters.  
Exploring College and Careers  
ECC.2.2 Locate, understand and use career information and resources.  
ECC.2.4 Describe the types of careers in each of the 16 Career Clusters.  
Financial Literacy  
FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.  
FLE.2.2 Identify sources of personal income. | 6-8.WE.5 Understand how to meet long-term goals by developing short term goals.  
6-8.L.S.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.  
6-8.L.S.4 Identify possible career choices and high school course selection using self-assessment | **Vocabulary Building**  
RV.2.1,5  
RV.3.2  
**Discussion and Collaboration**  
SL.2.1-5  
SL.3.1-2 |
### 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.

**Objectives:**
- Identify specific careers that are forecast to have high-growth rates
- Consider a variety of factors when selecting a career

### 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.

**Objectives:**
- 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

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<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Employability Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Three: High-Growth Careers</strong></td>
<td>Business and Information Technology MLA 4.1 Identify various types of online resources and their intended function. MLA 7.2 Identify economic, global, technology, and social trends in the workplace and labor Market.</td>
<td><strong>Key Ideas and Textual Support</strong> MLA 8.1 Demonstrate components of critical and creative thinking when putting life choices and careers through the decision-making process MLA 8.2 Identify choices, options and consequences of life and career decisions.</td>
<td><strong>RN.2.1-2</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Exploring College and Careers ECC 2.3 Identify workplace and market trends. ECC 4.1 Identify skills needed for career choices and match to personal abilities and interest.</td>
<td><strong>Vocabulary Building</strong> RV 2.1, 3.2</td>
<td><strong>RV.2.1, 3.2</strong></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>Financial Literacy FLE 2.2 Identify sources of personal income.</td>
<td><strong>Discussion and Collaboration</strong> SL 2.1-5 SL 3.1-2</td>
<td><strong>SL.2.1-5</strong></td>
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<td></td>
<td></td>
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<td><strong>SL.3.1-2</strong></td>
</tr>
<tr>
<td><strong>Session Four: Career Mapping</strong></td>
<td>Business and Information Technology MLA 8.1 Demonstrate components of critical and creative thinking when putting life choices and careers through the decision-making process MLA 8.2 Identify choices, options and consequences of life and career decisions.</td>
<td><strong>Media Literacy</strong> 7 ML 2.1-2</td>
<td><strong>Discussion and Collaboration</strong> SL 2.1-5 SL 3.1-2</td>
</tr>
<tr>
<td></td>
<td>Exploring College and Careers ECC 2.3 Identify workplace and market trends. ECC 4.1 Identify skills needed for career choices and match to personal abilities and interest.</td>
<td></td>
<td><strong>SL.2.1-5</strong></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Exploring College and Careers ECC 3.3 Identify choices, options and consequences of life and career decisions. ECC 5.3 Demonstrate appreciation of diversity in school, life and career settings.</td>
<td></td>
<td><strong>SL.3.1-2</strong></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>Exploring College and Careers ECC 6.1 Create the basic components of a personal portfolio. ECC 6.2 Demonstrate school, life and career self-management skills related to responsibility and work ethic.</td>
<td></td>
<td><strong>7 ML 2.1-2</strong></td>
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<td></td>
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<td></td>
<td><strong>6-8.LS.5</strong> Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</td>
</tr>
</tbody>
</table>
### 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.

**Objectives:**

**Students will:**

- 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.

**Business and Information Technology**

MLB 8.3 Identify skills needed for career choices and match to personal abilities and interest.

Exploring College and Careers

ECC.6.1 Create the basic components of a personal portfolio.

ECC.6.4 Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.

**Employability Standards**

6-8.WE.5 Understand how to meet long-term goals by developing short term goals.
6-8.LS.1 Communicate information to audiences in a variety of formats
6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.
6-8.LS.10 Take an active participation in the learning process.

### 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.

**Objectives:**

**Students will:**

- Define and differentiate between technical skills and soft skills
- Identify specific soft skills they already possess and those they need to improve

**Business and Information Technology**

MLB 9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently

MLB 9.2 Demonstrate personal and basic employability skills such as attendance, integrity, meeting deadlines, and dependability.

Exploring College and Careers

ECC.5.2 Demonstrate personal skills that are needed to succeed in school, life and career.

ECC.6.2 Demonstrate school, life and career self-management skills related to responsibility and work ethic.

**Employability Standards**

6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces
6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.

**Key Ideas and Textual Support**

- RN.2.1-2
- RV.2.1,5
- RV.3.2
- SL.2.1-5
- SL.3.1-2
- SL.4.1-31
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<th>Session Descriptions</th>
<th>School Counseling Competencies</th>
<th>Employability Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Career Planning</strong></td>
<td>Students will:</td>
<td>The student will:</td>
<td></td>
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<tr>
<td><strong>Starts with You</strong></td>
<td></td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding.</td>
<td>6-8.RN.2.1.</td>
</tr>
<tr>
<td>Through close examination of specific skills and</td>
<td>II.1. 2. completes a skills/abilities assessment and examines how their personal qualities</td>
<td>6-8.RN.2.2</td>
<td></td>
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<tr>
<td>career clusters, students learn the key factors</td>
<td>relate to careers of interest</td>
<td>6-8.RN.4.2</td>
<td>6-8.RN.2.1.</td>
</tr>
<tr>
<td>to investigate career planning, skills, interests,</td>
<td>II.1. 2. identifies internal and external strengths and personal qualities;</td>
<td>6-8.RV.2.1</td>
<td></td>
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<tr>
<td>work priorities, and job outlooks.</td>
<td></td>
<td>6-8.RV.2.2</td>
<td>6-8.RV.2.2.</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>6-8.RV.3.2</td>
<td>6-8.RV.3.2.</td>
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<tr>
<td>Students will:</td>
<td></td>
<td>6-8.SL.1</td>
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<tr>
<td>• Recognize career clusters that match their</td>
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<td>skills and interests.</td>
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<td>• Assess their soft skills and identify need for</td>
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<td>improvement.</td>
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<td>• Identify industries and jobs that offer</td>
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<td>opportunities.</td>
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<tr>
<td>II.1. 2. identifies internal and external strengths</td>
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<td>and personal qualities;</td>
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<tr>
<td>Session Two: Making the Most of JA Inspire</td>
<td>III.3. 5. utilizes interpersonal skills to work well with others; 6. demonstrates self-advocacy skills, such as refusal skills with peer pressure</td>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</td>
<td>6-8.RN.2.1.</td>
</tr>
<tr>
<td>In this session, students refine a plan for the</td>
<td></td>
<td>6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in</td>
<td>6-8.RN.2.2</td>
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<tr>
<td>event. If possible, encourage students to spend</td>
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<td>workplaces.</td>
<td>6-8.RN.4.2</td>
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<td>additional time outside of class researching the</td>
<td></td>
<td>6-8.RV.2.1</td>
<td>6-8.RV.2.2.</td>
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<td>participating companies.</td>
<td></td>
<td>6-8.RV.3.2</td>
<td>6-8.RV.3.2.</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>6-8.W.5</td>
<td>6-8.SL.1</td>
</tr>
<tr>
<td>Students will:</td>
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<tr>
<td>• Identify companies that they want to learn</td>
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<td>more about at the JA Inspire event. Three is a</td>
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<td>number.</td>
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<td>• Prepare questions that they want to ask and</td>
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<td>practice asking them.</td>
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<td>• Create an elevator pitch—a statement that</td>
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<td>explains why they are interested in a company or</td>
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<td>a job and what they have to offer and helps</td>
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<td>to connect them with the company volunteers.</td>
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<td>• Express their expectations of the upcoming</td>
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<td>event.</td>
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## Session Three: JA Inspire Event

During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.

### Objectives:

**Students will:**
- 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.

### School Counseling Competencies

| II.1. 3. utilizes personal (interviews and field observations), print, and electronic resources to explore and research occupations that match their career interests |
| III.1. 4. demonstrates respect of diversity |
| III.2. 3. demonstrates appropriate peer helping skills; III.2.4. identifies ways to participate in school or community service activities; |

### Employability Standards

- 6-8.WE.3 Complete tasks or activities with some prompting and guidance.
- 6-8.WE.4 Understand failure as an opportunity for growth.
- 6-8.LS.1 Communicate information to audiences in a variety of formats.
- 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.
- 6-8.LS.10 Take an active participation in the learning process.

### Common Core ELA

- 6-8.RN.2.2
- 6.RN.4.2
- 6-8.SL.1
- 6-8.SL.2.1
- 6-8.SL.2.3
- 6-8.SL.2.4
- 7-8.SL.2.5
- 6-8.SL.3.1
- 6-8.ML.1
**Session Descriptions**

**Session Four: Debrief and Next Steps**
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.

**Objectives:**

**Students will:**
- 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.

<table>
<thead>
<tr>
<th>School Counseling Competencies</th>
<th>Employability Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2. describes career and technical education program options at the high school and/or area career center; I.3. identifies the high school courses needed to keep all desired education and career options open in the future II. reexamines career interests based on experiences and/or updated career interest assessment II. describes the connection of academic work to high school opportunities and their future career and life goals III. identifies a goal and plans for it;</td>
<td>6-8.M.1 Apply new strategies based on lessons learned from feedback. 6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others 6-8.WE.5 Understand how to meet long-term goals by developing short term goals. 6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others. 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</td>
<td>6.RN.2.2 6.RN.4.2 6-8.RV.2.1 6-8.RV.2.2 6-8.RV.3.2 6-8.SL.1 6-8.W.4.5 6-8.W.6.1</td>
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</table>
### JA Career Exploration Fair

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Employability Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| **Pre-Fair Session: What Sets You Apart?**  
Students reflect on their abilities, interests, and values as they consider future career choices.  
**Objectives:**  
Students will:  
▪ Define careers.  
▪ Differentiate between abilities (skills) and values.  
▪ Identify their personal characteristics.  | NECC---1.2 Describe personal aptitudes, interests, and skills. ECC---1.3 Explore personal priorities and goals for life and career.  
ECC---2.1 Differentiate among job, occupation and career. ECC---2.2 Locate, understand and use career information and resources. | 6-8.M.4 Demonstrate continuous growth in self-understanding. | 6.RN.2.2  
6.RN.4.2  
6-8.RV.2.1  
6-8.RV.2.2  
6-8.RV.3.2  
6-8.SL.1 |
| **The Day of the Fair**  
Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.  
**Objectives:**  
Students will:  
▪ Complete one pre-fair activity (teacher-led) (optional).  
▪ Express how jobs require specific interests and skills.  
▪ Complete one post-fair activity (teacher-led) (optional).  
▪ Complete a student evaluation, if requested.  | ECC---2.3 Identify workplace and labor market trends (such as economic, global, technology, and social). ECC---2.4 Describe the types of careers in each of the 16 Career Clusters. | 6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.  
6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.  
6-8.LS.10 Take an active participation in the learning process. | 6.RN.2.2  
6.RN.4.2  
6-8.RV.2.1  
6-8.RV.2.2  
6-8.RV.3.2  
6-8.SL.1  
6-8.W.4,5  
6-8.W.6.1 |
## Session Descriptions

### Post-Fair Session

Students reflect on their JA Career Exploration Fair experiences.

### Objectives:

**Students will:**
- Identify a future career goal.
- Create a personal action plan.

### Academic Standards

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Academic Standards</th>
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</thead>
<tbody>
<tr>
<td>ECC—-3.3</td>
<td>Identify choices, options and consequences of life and career decisions.</td>
</tr>
<tr>
<td>4.0</td>
<td>Students will create flexible plans for succeeding in secondary education, college, career and life.</td>
</tr>
<tr>
<td>ECC—-4.1</td>
<td>Identify skills needed for career choices and match to personal abilities and interest.</td>
</tr>
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</table>

### Employability Standards

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Employability Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8.WE.6</td>
<td>Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.</td>
</tr>
<tr>
<td>6-8.LS.4</td>
<td>Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).</td>
</tr>
<tr>
<td>6-8.LS.6</td>
<td>Develop a career plan by identifying a program of study which will lead to further education, training, and/or employment.</td>
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</table>

### Common Core ELA

<table>
<thead>
<tr>
<th>Sessions</th>
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<tbody>
<tr>
<td>6-8.SL.1</td>
<td>6-8.W.4,5</td>
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<tr>
<td>6-8.W.6.1</td>
<td>6-8.W.1</td>
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</tbody>
</table>

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## Session Descriptions

### Session One: Before the Event
Students research the visiting career speaker and his or her company and prepare questions for the speaker event.

**Objectives:**
- Students will:
  - Identify skills and interests.
  - Recognize Career Clusters
  - Recall future high-demand occupations

<table>
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<th>Academic Standards</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECC---1.2 Describe personal aptitudes, interests, and skills. ECC---1.3 Explore personal priorities and goals for life and career.</td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding.</td>
<td>6.RN.2.2</td>
</tr>
<tr>
<td>ECC---1.4 Examine learning style preferences and their application to school and work.</td>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</td>
<td>6.RN.4.2</td>
</tr>
<tr>
<td>ECC---2.4 Describe the types of careers in each of the 16 Career Clusters.</td>
<td>6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</td>
<td>6.RV.2.1</td>
</tr>
</tbody>
</table>

### Session Two: During the Event
Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.

**Objectives:**
- Students will:
  - Practice active listening skills.
  - Equate job responsibilities with skills and interests

<table>
<thead>
<tr>
<th>Academic Standards</th>
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<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECC---6.2 Demonstrate school, life and career self--management skills related to responsibility and work ethic. ECC---3.3 Identify choices, options and consequences of life and career decisions.</td>
<td>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</td>
<td>6.RN.2.2</td>
</tr>
<tr>
<td>ECC---6.4 Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.</td>
<td>6-8.WE.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</td>
<td>6.RN.4.2</td>
</tr>
<tr>
<td></td>
<td>6-8.LS.2 Take an active participation in the learning process.</td>
<td>6.RV.2.2</td>
</tr>
<tr>
<td></td>
<td>6-8.SE.4 Begin to apply empathic listening skills to enhance the understanding of what the other person is saying.</td>
<td>6.RV.3.2</td>
</tr>
</tbody>
</table>

### Session Three: After the Event
Students reflect on what they learned during their preparation and the speaker event.

**Objectives:**
- Students will:
  - Recognize Career Clusters

<table>
<thead>
<tr>
<th>Academic Standards</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECC---5.4 Demonstrate personal leadership skills to lead and inspire others, accomplish common goals, and function effectively in school, life and career settings.</td>
<td>6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.</td>
<td>6.RN.2.2</td>
</tr>
<tr>
<td>ECC---2.3 Identify workplace and labor market trends (such as economic, global, technology, and social). ECC---2.4 Describe the types of careers in each of the 16 Career Clusters.</td>
<td>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values)..</td>
<td>6.RN.4.2</td>
</tr>
</tbody>
</table>

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## JA Excellence through Ethics

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Employability Standards</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Day of the Visit</strong></td>
<td>Day of the Visit</td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding.</td>
<td>6.RN.2.2</td>
</tr>
<tr>
<td>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.</td>
<td>ECC---1.1 Identify personal and family morals, values, and ethics.</td>
<td>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</td>
<td>6.RN.4.2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>ECC---3.1 Demonstrate components of critical and creative thinking. ECC---3.2 Apply decision-making processes.</td>
<td>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</td>
<td>6-8.RV.2.1</td>
</tr>
<tr>
<td>Students will:</td>
<td>ECC---3.3 Identify choices, options and consequences of life and career decisions.</td>
<td>6-8.W.4,5</td>
<td>6-8.RV.2.2</td>
</tr>
<tr>
<td>• Define ethics, ethical dilemma, values, core values, and interdependence.</td>
<td></td>
<td>6-8.W.6.1</td>
<td>6-8.RV.3.2</td>
</tr>
<tr>
<td>• Articulate how one's core values affects one's choices.</td>
<td></td>
<td>6-8.SL.1</td>
<td>6-8.SE.2</td>
</tr>
<tr>
<td>• Articulate and identify the steps necessary to make ethical decisions.</td>
<td></td>
<td>6-8.W.4.5</td>
<td>6-8.SE.3</td>
</tr>
<tr>
<td>• Recognize that individual ethics affect the greater community.</td>
<td></td>
<td>6-8.W.6.1</td>
<td>6-8.SE.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection Activity</th>
<th>Reflection Activity</th>
<th>6-8.M.1 Apply new strategies based on lessons learned from feedback.</th>
<th>6-8.SL.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>ECC---3.1 Demonstrate components of critical and creative thinking. ECC---3.2 Apply decision-making processes</td>
<td>6-8.W.6.1</td>
<td>6-8.W.4.5</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>6-8.W.6.1</td>
<td>6-8.W.4.5</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>6-8.W.4.5</td>
<td>6-8.W.6.1</td>
</tr>
<tr>
<td>• Apply key terms and concepts used in the volunteer-led activities.</td>
<td></td>
<td>6-8.SL.1</td>
<td>6-8.SE.4</td>
</tr>
<tr>
<td>• Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</td>
<td></td>
<td>6-8.W.4.5</td>
<td>6-8.SE.4</td>
</tr>
<tr>
<td>• Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.</td>
<td></td>
<td>6-8.W.6.1</td>
<td>6-8.SE.4</td>
</tr>
<tr>
<td>Session Descriptions</td>
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<tr>
<td>Communicating About Yourself</td>
<td>ECC---1.2 Describe personal aptitudes, interests, and skills.</td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding.</td>
<td>6.RN.2.2</td>
</tr>
<tr>
<td>Students learn what their dress, speech,</td>
<td>ECC---1.3 Explore personal priorities and goals for life and career.</td>
<td>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</td>
<td>6.RN.4.2</td>
</tr>
<tr>
<td>and listening skills communicate to</td>
<td>ECC---1.4 Examine learning style preferences and their application.</td>
<td>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</td>
<td>6.RV.2.1</td>
</tr>
<tr>
<td>others about them.</td>
<td></td>
<td>6-8.RV.2.2</td>
<td>6.RV.2.2</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>6-8.RV.3.2</td>
<td>6.RV.3.2</td>
</tr>
<tr>
<td>Students will:</td>
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<td>6.SL.1</td>
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<tr>
<td>• Recognize the importance of manners</td>
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<td>6.W.4.5</td>
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<tr>
<td>as an element of professionalism.</td>
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<td>6.W.6.1</td>
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<tr>
<td>• Identify language and style</td>
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<td>appropriate for the workplace.</td>
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<tr>
<td>Applications and Resumes</td>
<td>ECC---2.1 Differentiate among job, occupation, and career.</td>
<td>6-8.LS.10 Take an active participation in the learning process.</td>
<td>6.RN.2.2</td>
</tr>
<tr>
<td>Students examine both document forms</td>
<td>ECC---2.2 Locate, understand, and use career information and resources.</td>
<td>6-8.LS.11 Complete activities and assignments thoroughly and accurately.</td>
<td>6.RN.4.2</td>
</tr>
<tr>
<td>and begin to think about how to adapt</td>
<td>ECC---2.3 Identify workplace and labor market trends.</td>
<td>6-8.RV.2.1</td>
<td>6.RV.2.2</td>
</tr>
<tr>
<td>their experiences, skills, and</td>
<td></td>
<td>6-8.RV.3.2</td>
<td>6.RV.3.2</td>
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<tr>
<td>achievements into the applicable</td>
<td></td>
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<td>6.SL.1</td>
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<tr>
<td>template to present themselves to a</td>
<td></td>
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<td>6.W.4.5</td>
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<tr>
<td>potential employer.</td>
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<td>6.W.6.1</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>Students will:</td>
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<tr>
<td>• Identify information necessary for a</td>
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<td>job application.</td>
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<tr>
<td>• Recognize key features and formatting</td>
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<td>of resumes.</td>
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<tr>
<td>• Use appropriate language for a resume.</td>
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</table>
## Session Descriptions

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<tr>
<td><strong>Interviewing for a Job</strong></td>
<td><strong>ECC---1.2 Describe personal aptitudes, interests, and skills.</strong></td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding.</td>
<td>6-8.SL.1</td>
</tr>
<tr>
<td>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.</td>
<td><strong>ECC---1.3 Explore personal priorities and goals for life and career</strong></td>
<td>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.</td>
<td>6-8.W.4.5</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>ECC---5.1 Demonstrate habits of mind (for example, taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, thinking independently, applying past knowledge to new situations, remaining open to continuous learning).</strong></td>
<td>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</td>
<td>6-8.W.6.1</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>ECC---5.2 Demonstrate personal skills (for example, attendance, punctuality, responsibility, integrity, getting along with others) that are needed to succeed in school, life and career</strong></td>
<td>6-8.LS.10 Take an active participation in the learning process.</td>
<td></td>
</tr>
<tr>
<td>• Identify appropriate content for a personal brag sheet</td>
<td>• Develop answers to common interview questions.</td>
<td>6-8.LS.11 Complete activities and assignments thoroughly and accurately.</td>
<td></td>
</tr>
<tr>
<td>• Adapt personal information to interview situations.</td>
<td>• Recognize appropriate professional dress and demeanor for a job interview.</td>
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<tr>
<td>• Develop answers to common interview questions.</td>
<td></td>
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<tr>
<td>• Recognize appropriate professional dress and demeanor for a job interview.</td>
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</tr>
<tr>
<td><strong>Cell Phones in the Workplace</strong></td>
<td><strong>ECC---6.3 Apply principles of technology and the concept of digital citizenship, including safe, legal, and responsible use of information and technology</strong></td>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</td>
<td>6-8.SL.1</td>
</tr>
<tr>
<td>Students develop an understanding of appropriate communication methods to ensure workplace success.</td>
<td></td>
<td>6-8.SE.2 Demonstrate an awareness of the needs and rights of others.</td>
<td>6-8.W.4.5</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>6-8.WE.7 Understand and employ strategies for resisting pressures to engage in dishonest or unethical activities.</td>
<td>6-8.W.6.1</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td>• Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</td>
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<tr>
<td>• Identify the effects of inappropriate usage of cell phones in the workplace.</td>
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<tr>
<td>• Adapt cell phone behavior and functions for professional uses.</td>
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<tr>
<td>• Recognize and apply appropriate texting style for communicating in the workplace.</td>
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</tr>
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<tr>
<td><strong>Workplace Communication</strong>&lt;br&gt;Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</td>
<td>ECC---6.2 Demonstrate school, life and career self---management skills related to responsibility and work ethic (for example, attendance, punctuality, completion of work on time, dependability, focus, initiative, perseverance, striving to do one’s best).&lt;br&gt;ECC---5.3 Demonstrate appreciation of diversity in school, life and career settings</td>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.&lt;br&gt;6-8.SE.2 Demonstrate an awareness of the needs and rights of others.&lt;br&gt;6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.&lt;br&gt;6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</td>
<td>6-8.RN.2.2&lt;br&gt;6-8.RN.4.2&lt;br&gt;6-8.RV.2.1&lt;br&gt;6-8.RV.2.2&lt;br&gt;6-8.RV.3.2&lt;br&gt;6-8.SL.1&lt;br&gt;6-8.W.4.5&lt;br&gt;6-8.W.6.1</td>
</tr>
<tr>
<td><strong>Workplace Writing</strong>&lt;br&gt;Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</td>
<td>ECC---6.1 Create the basic components of a personal portfolio.</td>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.&lt;br&gt;6-8.LS.9 Complete assignments, projects, and activities with minimal to no</td>
<td>6-8.SL.1&lt;br&gt;6-8.W.4.5&lt;br&gt;6-8.W.6.1</td>
</tr>
</tbody>
</table>