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

Updated March 2022
North Dakota Social Studies Academic Standards
ASCA Career Development Standards
Common Core State Standards Included

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
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 North Dakota Social Studies Standards as well as the ASCA Career Development Standards and the Common Core State Standards in English/Language Arts and mathematics.

This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

JA Middle Grades Programs

**JA Economics for Success®** Blended introduces middle school students to initial work and career readiness and personal finance concepts through flexible facilitation materials and engaging interactive activities, games, and role plays that support learning objectives.

**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 Inspire Virtual™** is more than a career fair, it brings together the business community and local schools and is designed to help launch students into their futures: high school, college, and careers beyond. Within the virtual experience, students attend webinars and presentations, explore career booths, and interact with career speakers. (Grades 9-12)

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

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

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

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

## Session Descriptions

<table>
<thead>
<tr>
<th>Session One: Mirror, Mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</td>
</tr>
</tbody>
</table>

### Objectives:

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

<table>
<thead>
<tr>
<th>Session Two: Be a Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

### Objectives:

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

<table>
<thead>
<tr>
<th>Session Three: Keeping Your Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

### 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

## Grades 6-12 Social Studies Standards

<table>
<thead>
<tr>
<th>Session One: Mirror, Mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
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<table>
<thead>
<tr>
<th>Session Two: Be a Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.6.12.7 Evaluate the elements of responsible personal finance.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Session Three: Keeping Your Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.6.12.1 Analyze the concept of scarcity when making economic decisions. E.6.12.7 Evaluate the elements of responsible personal finance.</td>
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</tbody>
</table>

## ASCA Career Development Standards

<table>
<thead>
<tr>
<th>Session One: Mirror, Mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Two: Be a Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.A. 1.6 learn how to set goals C.B.1.1 apply decision making skills to career planning, course selection, and career transition C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice C.B.1.3 demonstrate knowledge of the career planning process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Three: Keeping Your Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
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</tbody>
</table>

## Common Core ELA

<table>
<thead>
<tr>
<th>Session One: Mirror, Mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Two: Be a Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 RI.6.4 SL.6.1,2 L.6.1,3,4</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</td>
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## Common Core Math

<table>
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<tr>
<th>Session One: Mirror, Mirror</th>
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<tbody>
<tr>
<td>Grade 7 RI.7.2,4 SL.7.1,2 L.7.1,3,4</td>
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<tr>
<td>Grade 7 RI.7.4 SL.7.1,2 L.7.1,3,4</td>
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<tr>
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<tbody>
<tr>
<td>Grade 7 RI.7.1,3,4</td>
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</tbody>
</table>

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# 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

### Standards

- **Grades 6-12 Social Studies Standards**
  - E.6_12.1 Analyze the concept of scarcity when making economic decisions.
  - E.6_12.4 Analyze the various institutions that drive and support the market economy.
  - E.6_12.7 Evaluate the elements of responsible personal finance.

- **ASCA Career Development Standards**
  - NA

- **Common Core ELA**
  - Grade 6
    - RI.6.4,7
    - SL.6.1
    - L.6.1,3,4
  - Grade 7
    - RI.7.4
    - SL.7.1
    - L.7.1,3,4
  - Grade 8
    - RI.8.4
    - SL.8.1
    - L.8.1,3,4

- **Common Core Math**
  - Grade 6
    - 6.NS.B.3
    - 6.NS.C.5
  - Grade 7
    - 7.RP.A.3
  - Grade 8
    - 8.NS.B.3
    - 8.NS.C.5

## 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

### Standards

- **Grades 6-12 Social Studies Standards**
  - E.6_12.4 Analyze the various institutions that drive and support the market economy.
  - E.6_12.7 Evaluate the elements of responsible personal finance.

- **ASCA Career Development Standards**
  - NA

- **Common Core ELA**
  - Grade 6
    - RI.6.4,7
    - SL.6.1
    - L.6.1,3,4
  - Grade 7
    - RI.7.4
    - SL.7.1
    - L.7.1,3,4
  - Grade 8
    - RI.8.4
    - SL.8.1
    - L.8.1,3,4

- **Common Core Math**
  - Grade 6
    - 6.NS.B.3
    - 6.NS.C.5
  - Grade 7
    - 7.RP.A.3
  - Grade 8
    - 8.NS.B.3
    - 8.NS.C.5

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

### Standards

- **Grades 6-12 Social Studies Standards**
  - E.6_12.1 Analyze the concept of scarcity when making economic decisions.
  - E.6_12.7 Evaluate the elements of responsible personal finance.

- **ASCA Career Development Standards**
  - NA

- **Common Core ELA**
  - Grade 6
    - SL.6.1
    - L.6.1,3,4
  - Grade 7
    - SL.7.1
    - L.7.1,3,4
  - Grade 8
    - SL.8.1
    - L.8.1,3,4

- **Common Core Math**
  - Grade 6
    - 6.SP.4
    - 6.SP.5
  - Grade 7
    - 7.RP.A.3
  - Grade 8
    - 8.NS.B.3
    - 8.NS.C.5
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</table>
| **My Career Exploration**  
Students explore the 16 career clusters and identify the clusters they find interesting. They learn that early career planning results in more choices and opportunities for success in a career that matches their interests, skills, and values.  
**Students will:**  
- Recognize the career clusters and their related careers.  
- Apply values, skills, and interests to the career clusters. | E.6_12.7 Evaluate the elements of responsible personal finance. | C.A1.1 develop skills to locate, evaluate, and interpret career information  
C.A1.2 learn about the variety of traditional and nontraditional occupations  
C.B1.4 know the various ways in which occupations can be classified | RI.1, RI.2, RI.4  
W.4, W.7, W.8  
SL.1, SL.2, SL.4  
L.1, L.2, L.3, L.4, L.6 |
| **Getting to Know Me**  
Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.  
**Students will:**  
- Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions.  
- Discuss the importance of a personal brand statement.  
- Recognize that self-knowledge is needed to work effectively with others. | E.6_12.7.1 Evaluate career choices and the effect on the standard of living. | C.A. 1.3 develop an awareness of personal abilities, skills, interests, and motivations.  
C.A2.5 learn to respect individual uniqueness in the workplace  
C.A2.7 develop a positive attitude toward work and learning | RI.1, RI.2, RI.4  
W.4, W.5  
SL.1, SL.6  
L.1, L.2, L.3, L.4, L.6 |
| **My Career Goals**  
Students recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.  
**Students will:**  
- Recognize the connections between your choices and your education, personal finances, and career paths.  
- Create short- and long-term goals.  
- Identify character traits that can help you overcome obstacle | E.6_12.7.1 Evaluate career choices and the effect on the standard of living. | C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals  
C:B2.2 Assess and modify their educational plan to support career | RI.1, RI.2, RI.4  
W.4  
SL.1, SL.2  
L.1, L.2, L.3, L.4, L.6 |
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<tr>
<td><strong>My Transferable Skills</strong></td>
<td>NA</td>
<td>C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills</td>
<td>RI.1, RI.2, RI.4, W.4, W.6, SL.1, SL.2, SL.4, L1, L2, L3, L4, L6</td>
</tr>
<tr>
<td>Students recognize that skills they learn now will be useful in both their personal life and their future career. They learn about the digital skills needed to work remotely.</td>
<td>Students will:</td>
<td>C:A2.2 Apply job readiness skills to seek employment opportunities</td>
<td>RI.1, RI.2, RI.4, W.4, W.6, SL.1, SL.2, SL.4, L1, L2, L3, L4, L6</td>
</tr>
<tr>
<td>• Recognize appropriate skills for the workplace.</td>
<td></td>
<td>C:A2.3 Demonstrate knowledge about the changing workplace</td>
<td></td>
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<tr>
<td>• Identify transferable skills and their importance.</td>
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<tr>
<td>• Recognize the importance of having digital skills and using professional digital tools and programs.</td>
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<tr>
<td><strong>My Income and Expenses</strong></td>
<td>E.6.12.7.1 Evaluate career choices and the effect on the standard of living.</td>
<td>RI.1, RI.2, RI.4</td>
<td></td>
</tr>
<tr>
<td>Students explore the importance of earning enough income to pay for expenses, including savings and common deductions. Students learn how to read a paycheck stub and explore the Pay Yourself First strategy. They also practice solving income and expenses-related problems with positive solutions.</td>
<td>Students will:</td>
<td>RI.7, W.4, W.6, SL.1, SL.3, L1, L2, L3, L4, L6</td>
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<tr>
<td>• Recognize that workers should not expect to keep all the money they earn.</td>
<td></td>
<td>Math Practices 1-7</td>
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<tr>
<td>• Recognize problem solving as a challenge and not an obstacle.</td>
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<tr>
<td>• Explore career-based solutions for income planning.</td>
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<tr>
<td>• Reflect on the personal impact of saving money.</td>
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<tr>
<td><strong>Planning for My Future Income</strong></td>
<td>E.6.12.7.1 Evaluate career choices and the effect on the standard of living.</td>
<td>RI.4, RI.7</td>
<td></td>
</tr>
<tr>
<td>Students explore the role work plays in living independently. They gain financial knowledge about the costs of living on their own. They consider the role of career choices and the costs of goods and services.</td>
<td>Students will:</td>
<td>W.4, W.7, W.8, SL.1, SL.2, SL.4, L1, L2, L3, L4, L6</td>
<td></td>
</tr>
<tr>
<td>• Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR)</td>
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<tr>
<td>• Examine the true costs of goods and services. (FL)</td>
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<td>-------------------------------</td>
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</tr>
<tr>
<td>Managing My Money</td>
<td>E.6_12.7.3 Develop short- and long-term financial goals.</td>
<td>NA</td>
<td>RI.1, RI.2, RI.4, RI.7, SL.1, SL.2, SL.4, L1, L3, L4, L6, Math Practices 1-7</td>
</tr>
</tbody>
</table>
| Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending. Students will:  
  • Define a budget and its importance.  
  • Express the need to say “no” to some short-term spending to save for more important items in the future and to plan for emergencies.  
  • Practice budgeting skills using income that can be earned while still in school. |                                                         |                                   |                     |
| Paying for My Wants and Needs | E.6_12.7.4 Analyze the cost and benefits of different types of credit and debt, and the rights and responsibilities of borrowers | NA                                | RI.1, RI.2, RI.4, RI.7, SL.1, SL.2, SL.4, L1, L3, L4, L6, Math Practices 1-7 |
| Students learn to make better choices related to credit. They learn about different ways of paying for goods and services, and the advantages and drawbacks of each. Students will:  
  • Describe ways to pay for everyday goods and services.  
  • Identify the differences between debit (paying now) and credit (paying in the future, plus interest). |                                                         |                                   |                     |
| My Credit and Spending        | E.6_12.7.4 Analyze the cost and benefits of different types of credit and debt, and the rights and responsibilities of borrowers | NA                                | RI.1, RI.2, RI.4, RI.7, W.4, W.6, SL.1, SL.2, SL.4, L1, L2, L3, L4, L6, Math Practices 1-7 |
| Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score. Students will:  
  • Explain who looks at your credit report and why.  
  • Describe how financial decisions can improve a credit report.  
  • Identify spending habits that are financially responsible. |                                                         |                                   |                     |
### Session Descriptions

**My Ride on the Financial Roller Coaster**  
Students understand risk and methods for handling it. They make decisions about scenarios involving risk.

**Students will:**  
- Describe examples of how to use personal responsibility to address risk.
- Recognize that insurance is a way to transfer the risk of loss.
- Identify the opportunity cost in different spending decisions.

### Academic Standards

- E.6_12.7.4 Analyze the cost and benefits of different types of credit and debt, and the rights and responsibilities of borrowers
- E.6_12.7.5 Develop strategies to avoid and manage debt effectively.

### ASCA Career Development Standards

- NA

### Common Core ELA

- RI.1, RI.2, RI.4, RI.7
- W.4, W.6
- SL.1, SL.2, SL.4
- L1, L2, L3, L4, L6
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Grades 6-12 Social Studies Standards</th>
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<tbody>
<tr>
<td><strong>Session One: Business and Customer</strong>&lt;br&gt;Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</td>
<td>E.6_12.4 Analyze the various institutions that drive and support the market economy.</td>
<td>NA</td>
<td>Grade 6&lt;br&gt;RI.6.1&lt;br&gt;RI.6.4&lt;br&gt;RI.6.7&lt;br&gt;W.6.4&lt;br&gt;SL.6.1-2&lt;br&gt;L.6.1-6</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong></td>
<td></td>
<td></td>
<td>Grade 7&lt;br&gt;RI.7.1&lt;br&gt;RI.7.4&lt;br&gt;W.7.4&lt;br&gt;SL.7.1-2&lt;br&gt;L.7.1-6</td>
</tr>
<tr>
<td>• Identify what a business gains from an exchange with a customer&lt;br&gt;• Identify what a customer gains from an exchange with a business&lt;br&gt;• Define ethics and ethical dilemma (Deeper Look)&lt;br&gt;• Identify the stakeholders of a business.&lt;br&gt;• Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)</td>
<td></td>
<td></td>
<td>Grade 8&lt;br&gt;RI.8.1&lt;br&gt;RI.8.4&lt;br&gt;W.8.4,7&lt;br&gt;SL.8.1-2&lt;br&gt;L.8.1-6</td>
</tr>
<tr>
<td><strong>Session Two: Business and Culture</strong>&lt;br&gt;Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</td>
<td>E.6_12.4 Analyze the various institutions that drive and support the market economy. E.6_12.7 Evaluate the elements of responsible personal finance.</td>
<td>NA</td>
<td>Grade 6&lt;br&gt;RI.6.1&lt;br&gt;RI.6.4&lt;br&gt;RI.6.7&lt;br&gt;W.6.4,7&lt;br&gt;SL.6.1-2&lt;br&gt;SL.6.4&lt;br&gt;L.6.1-6</td>
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<tr>
<td><strong>Objectives:</strong>&lt;br&gt;<strong>Students will:</strong></td>
<td></td>
<td></td>
<td>Grade 7&lt;br&gt;RI.7.1&lt;br&gt;RI.7.4&lt;br&gt;W.7.4,7&lt;br&gt;SL.7.1-2&lt;br&gt;SL.7.4&lt;br&gt;L.7.1-6</td>
</tr>
<tr>
<td>• Identify business-related, cultural differences throughout the world&lt;br&gt;• Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit&lt;br&gt;• Identify cultural differences throughout the world that affect social interaction and communication</td>
<td></td>
<td></td>
<td>Grade 8&lt;br&gt;RI.8.1&lt;br&gt;RI.8.4&lt;br&gt;W.8.4,7&lt;br&gt;SL.8.1-2&lt;br&gt;SL.8.4&lt;br&gt;L.8.1-6</td>
</tr>
</tbody>
</table>
### 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.

**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

<table>
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<tr>
<td>E.6_12.4 Analyze the various institutions that drive and support the market economy. E.6_12.6 Analyze how globalization has impacted various aspects of economies around the world.</td>
<td>NA</td>
<td>Grade 6 RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</td>
</tr>
<tr>
<td>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</td>
<td>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

**Objectives:**

Students will:

- Define specialization
- Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs
- Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country

<table>
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<tbody>
<tr>
<td>E.6_12.4 Analyze the various institutions that drive and support the market economy. E.6_12.6 Analyze how globalization has impacted various aspects of economies around the world.</td>
<td>NA</td>
<td>ELA Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</td>
</tr>
<tr>
<td>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</td>
<td>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</td>
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<tr>
<td>MATH 6.NSA.3 6.RP.3</td>
<td>MATH 7.RP.2 7.NS.3</td>
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<tr>
<td>Mathematical Practices 1-2 4-7</td>
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<tr>
<td>Session Details</td>
<td>Grades 6-12 Social Studies Standards</td>
<td>ASCA Career Development Standards</td>
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</tbody>
</table>
| **Session Five: Trade Barriers** 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 | E.6_12.4 Analyze the various institutions that drive and support the market economy.  
E.6_12.6 Analyze how globalization has impacted various aspects of economies around the world. | NA | **ELA**  
**Grade 6**  
RI.6.4  
W.6.4  
SL.6.1-2  
L.6.1-6  
**Grade 7**  
RI.7.4  
W.7.4  
SL.7.1-2  
L.7.1-6  
**Grade 8**  
RI.8.4  
W.8.4  
SL.8.1-2  
L.8.1-6 |
| **Session Six: Currency** 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. **Objectives:** Students will:  
• 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 | E.6_12.1 Analyze the concept of scarcity when making economic decisions.  
E.6_12.4 Analyze the various institutions that drive and support the market economy. | NA | **ELA**  
**Grade 6**  
RI.6.4  
SL.6.1-2  
L.6.1  
L.6.3-6  
**Grade 7**  
RI.7.4  
SL.7.1-2  
L.7.1  
L.7.3-6  
**Grade 8**  
RI.8.4  
SL.8.1-2  
L.8.1  
L.8.3-6 |
**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

**Grades 6-12 Social Studies Standards**

- E.6_12.1 Analyze the concept of scarcity when making economic decisions.
- E.6_12.4 Analyze the various institutions that drive and support the market economy.
- E.6_12.6 Analyze how globalization has impacted various aspects of economies around the world.

**ASCA Career Development Standards**

- C:A1.2 learn about the variety of traditional and nontraditional occupations
- C:A2.3 demonstrate knowledge about the changing workplace
- C:B1.8 understand how changing economic and societal needs influence employment trends and future training

**Common Core**

**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

**Grade 7**

- RI.7.1
- RI.7.4
- W.7.4
- SL.7.1-2
- L.7.1-6

**Grade 8**

- RI.8.1.4
- W.8.4
- SL.8.1-2
- L.8.1-6
### 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 service
- Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves

<table>
<thead>
<tr>
<th>Standards</th>
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<tbody>
<tr>
<td>E.6_12.1 Analyze the concept of scarcity when making economic decisions. E.6_12.4 Analyze the various institutions that drive and support the market economy.</td>
<td>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice C.B1.8 understand how changing economic and societal needs influence employment trends and future training C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</td>
<td>Grade 6 RI 6.4.7 SL.6.1-2 L.6.1-6</td>
</tr>
<tr>
<td>E.6_12.1 Analyze the concept of scarcity when making economic decisions. E.6_12.3 Analyze how supply and demand impact the allocation of goods and services. E.6_12.4 Analyze the various institutions that drive and support the market economy.</td>
<td>C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice C.C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals</td>
<td>Grade 7 RI 7.4.7 SL.7.1-2 L.7.1-6</td>
</tr>
<tr>
<td>E.6_12.1 Analyze the concept of scarcity when making economic decisions. E.6_12.4 Analyze the various institutions that drive and support the market economy.</td>
<td></td>
<td>Grade 8 RI 8.4 SL.8.1-2 L.8.1-5</td>
</tr>
</tbody>
</table>

### 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

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<th>Standards</th>
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</tbody>
</table>
### Session Three: Innovative Ideas

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.

**Objectives:**

Students will:

- 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

- E.6._12.1 Analyze the concept of scarcity when making economic decisions.
- E.6._12.3 Analyze how supply and demand impact the allocation of goods and services.
- E.6._12.4 Analyze the various institutions that drive and support the market economy.

- C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills
- C.A1.4 learn how to interact and work cooperatively in teams
- C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills

### Session Four: Testing the Market

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.

**Objectives:**

Students will:

- Discuss the importance of market research in the product development process
- Describe multiple types of survey questions

- E.6._12.1 Analyze the concept of scarcity when making economic decisions.
- E.6._12.3 Analyze how supply and demand impact the allocation of goods and services.
- E.6._12.4 Analyze the various institutions that drive and support the market economy.

- C.A1.4 learn how to interact and work cooperatively in teams
- C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills

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# Session Five: Design and Prototype

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.

**Objectives:**

Students will:

- Represent a product idea and its features by using rough sketches and drawings
- Recognize sketches as an important first step in the prototype process

**Standards**

- E.6_12.1 Analyze the concept of scarcity when making economic decisions.
- E.6_12.3 Analyze how supply and demand impact the allocation of goods and services.

**ASCA Career Development Standards**

- C.A1.4 learn how to interact and work cooperatively in teams
- C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills

**Common Core ELA**

- Grade 6
  - RI.6.4
  - RI.6.7
  - W.6.4
  - SL.6.1-2
  - SL.6.4-5
  - L.6.1-6
- Grade 7
  - RI.7.4
  - RI.7.7
  - W.7.4
  - SL.7.1-2
  - SL.7.4-5
  - L.7.1-6
- Grade 8
  - RI.8.4
  - W.8.4
  - SL.8.1-2
  - SL.8.4-5
  - L.8.1-5

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# Session Six: Seek Funding

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.

**Objectives:**

Students will:

- Describe the elements that make a strong pitch presentation
- Work together to create and deliver a product pitch for potential funding

**Standards**

- E.6_12.1 Analyze the concept of scarcity when making economic decisions.
- E.6_12.3 Analyze how supply and demand impact the allocation of goods and services.

**ASCA Career Development Standards**

- C.A1.4 learn how to interact and work cooperatively in teams
- C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills

**Common Core ELA**

- Grade 6
  - RI.6.4
  - RI.6.7
  - W.6.4
  - SL.6.1-2
  - SL.6.4-5
  - L.6.1-4
- Grade 7
  - RI.7.4
  - RI.7.7
  - W.7.4
  - SL.7.1-2
  - SL.7.4-5
  - L.7.1-4
- Grade 8
  - RI.8.4
  - W.8.4
  - SL.8.1-2
  - SL.8.4-5
  - L.8.1-5
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Grades 6-12 Social Studies Standards</th>
<th>ASCA Career Development Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
</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 | E.6_12.1 Analyze the concept of scarcity when making economic decisions.  
C.A. 1.3 develop an awareness of personal abilities, skills, interests, and motivations.  
C.A.2.5 learn to respect individual uniqueness in the workplace  
C.A.2.7 develop a positive attitude toward work and learning | **Grade 6**  
RI.6.4  
RI.6.7  
SL.6.1-2  
SL.6.4-5  
L.6.1-6  

**Grade 7**  
RI.7.4  
SL.7.1-2  
SL.7.4-5  
L.7.1-6  

**Grade 8**  
RI.8.4  
SL.8.1-2  
SL.8.4-5  
L.8.1-6 |
| **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 | NA | **Grade 6**  
RI.6.1,4,7  
SL.6.1-2  
SL.6.4-5  
L.6.1-6  

**Grade 7**  
RI.7.1,4  
SL.7.1-2  
SL.7.4  
L.7.1-6  

**Grade 8**  
RI.8.1  
RI.8.4  
SL.8.1-2  
SL.8.4  
L.8.1-6 |
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<th>ASCA Career Development Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| **Session Three: High-Growth Careers** | NA | C.A1.4 learn how to interact and work cooperatively in teams  
C.A1.1 develop skills to locate, evaluate, and interpret career information  
C.A1.2 learn about the variety of traditional and nontraditional occupations  
C.B1.4 know the various ways in which occupations can be classified  
C.B1.5 use research and information resources to obtain career information  
C.B1.6 learn to use the internet to access career planning information  
C.B1.7 describe traditional and nontraditional occupations and how these relate to career choice | **Grade 6**  
RI.6.1,4,7  
SL.6.1-2  
L.6.1-6  

**Grade 7**  
RI.7.1,4  
SL.7.1-2  
L.7.1-6  

**Grade 8**  
RI.8.1,4  
SL.8.1-2  
L.8.1,3,4 |
| **Session Four: Career Mapping** | NA | C.A1.1 develop skills to locate, evaluate, and interpret career information  
C.A1.2 learn about the variety of traditional and nontraditional occupations  
C.B1.4 know the various ways in which occupations can be classified  
C.B1.5 use research and information resources to obtain career information  
C.B1.6 learn to use the internet to access career planning information  
C.B1.7 describe traditional and nontraditional occupations and how these relate to career choice | **Grade 6**  
RI.6.4  
RI.6.7  
W.6.4  
SL.6.1-2  
SL.6.4-5  
L.6.1-6  

**Grade 7**  
RI.7.4  
W.7.4  
SL.7.1-2  
SL.7.4-5  
L.7.1-6  

**Grade 8**  
RI.8.4  
W.8.4  
SL.8.1-2  
SL.4-5  
L.8.1-6 |
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<th>ASCA Career Development Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| **Session Five: On the Hunt** | NA | C.A1.4 learn how to interact and work cooperatively in teams  
C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills  
C.A2.2 apply job readiness skills to seek employment opportunities  
C.A2.6 learn how to write a resume | Grade 6  
RI.6.1  
RI.6.4  
RI.6.7  
SL.6.1-2  
SL.4  
L.6.1-6  

Grade 7  
RI.7.1  
RI.7.4  
SL.7.1-2  
SL.7.4  
L.7.1-4  

Grade 8  
RI.8.1  
RI.8.4  
SL.8.1-2  
SL.8.4  
L.8.1-4 |
| 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. |
| **Session Six: Soft Skills** | NA | C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills  
C.A1.4 learn how to interact and work cooperatively in teams  
C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational 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 |

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<table>
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<th>Session Details</th>
<th>Grades 6-12 Social Studies Standards</th>
<th>ASCA Career Development Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| **Session One: Career Planning Starts with You**  
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.  
**Objectives:**  
Students will:  
- 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.  | NA | C.A. 1.3 develop an awareness of personal abilities, skills, interests, and motivations  
C.A. 1.6 learn how to set goals  
C.A. 1.7 understand the importance of planning  
C.B.1.1 apply decision making skills to career planning, course selection, and career transition  
C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice  
C.B.1.3 demonstrate knowledge of the career planning process | Reading for Informational Text  
RI 1  
RI 4  
RI 7  
Speaking and Listening  
SL 1  
SL 2  
Language  
L 3  
L 4  
L 6 |
| **Session Two: Making the Most of JA Inspire**  
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.  
**Objectives:**  
Students will:  
- 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.  | NA | C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills  
C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences | Speaking and Listening  
SL 1  
SL 2  
Writing  
W 4  
W 7  
W 8  
Language  
L 3  
L 4  
L 6 |
## 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.

**Standards:**

<table>
<thead>
<tr>
<th>Grades 6-12 Social Studies Standards</th>
<th>ASCA Career Development Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| E.6_12.4 Analyze the various institutions that drive and support the market economy. | C.A.2.1 acquire employability skills such as working on a team, problem-solving and organizational skills  
C.C.2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences | Reading for Informational Text  
RI 1  
RI 4  
RI 7 |
|  |  | Speaking and Listening  
SL 1  
SL 2 |
|  |  | Language  
L 3  
L 4  
L 6 |

## 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.

**Standards:**

| Reading for Informational Text  
RI 1  
RI 4  
RI 7 |
| Speaking and Listening  
SL 1  
SL 2 |
| Writing  
W 3  
W 4  
W 5 |
| Language  
L 3  
L 4  
L 6 |
### Session Descriptions

<table>
<thead>
<tr>
<th>Session One: Career Interests and Your Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students understand the importance of career planning and complete a Career Interest Inventory to assess their own values, skills, and interests in the context of career paths.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>• Consider their values, skills, and interests.</td>
</tr>
<tr>
<td>• Take a Career Interest Inventory.</td>
</tr>
<tr>
<td>• Relate their values, skills, interests, and Career Interest Inventory to future career opportunities.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Grades 6-12 Social Studies Standards</th>
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<tbody>
<tr>
<td>E.6_12.7.1 Evaluate career choices and the effect on the standard of living.</td>
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</table>

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<tr>
<th>ASCA Career Development Standards</th>
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<tbody>
<tr>
<td>C.A. 1.3 develop an awareness of personal abilities, skills, interests, and motivations</td>
</tr>
<tr>
<td>C.A. 1.7 understand the importance of planning.</td>
</tr>
<tr>
<td>C.B.1.1 apply decision making skills to career planning, course selection, and career transition</td>
</tr>
<tr>
<td>C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice</td>
</tr>
<tr>
<td>C.B.1.3 demonstrate knowledge of the career planning process</td>
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<tbody>
<tr>
<td>Reading for Information</td>
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<td>RI.1</td>
</tr>
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<td>RI.3</td>
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<tr>
<td>RI.4</td>
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<td>RI.5</td>
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<tr>
<td>Language</td>
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<td>L.1</td>
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<td>L.4</td>
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<td>L.5</td>
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<td>L.6</td>
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</table>

### Session Two: Career Planning and Your Path

| Students learn to recognize career clusters and focus on those tied to the results of their Career Interest Inventory. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in those fields. |
| **Objectives:** |
| Students will: |
| • Learn why career planning is important. |
| • Recognize career clusters. |
| • Identify career clusters that match their skills and interests. |
| • Identify requirements to obtain jobs in fields of interest. |

| E.6_12.7.1 Evaluate career choices and the effect on the standard of living. |

| C.A1.1 develop skills to locate, evaluate, and interpret career information |
| C.A1.2 learn about the variety of traditional and nontraditional occupations |
| C.B1.4 know the various ways in which occupations can be classified |
| C.A. 1.6 learn how to set goals |
| C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills |
| C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences |

| Reading for Information |
| RI.1 |
| RI.3 |
| RI.4 |
| RI.5 |
| Writing |
| W.4 |
| W.5 |
| W.6 |
| Language |
| L.1 |
| L.2 |
| L.3 |
| L.4 |
| L.6 |
### Session Three: Preparing to Meet Your Future

**Objectives:**
- Understand why it’s important to choose a career where they can be successful and develop a career plan.
- Practice soft skills.
- Recognize education and training requirements and opportunities for careers of interest.

**Students will:**
- E.6_12.7.1 Evaluate career choices and the effect on the standard of living.

**ASCA Career Development Standards**
- C.A. 1.7 understand the importance of planning.
- C.B.1.1 apply decision making skills to career planning, course selection, and career transition
- C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice
- C.B.1.3 demonstrate knowledge of the career planning process

**Common Core ELA**
- A. 1.3 develop an awareness of personal abilities, skills, interests, and motivations
- Reading for Information RL1 RL3 RL4 RL5
- Language L.1 L.3 L.4 L.5 L.6

### Session Four: Local Business Means Opportunity

**Objectives:**
- Recognize traits of their local economy.
- Identify common career clusters in their area and among JA Inspire Virtual exhibitors.
- Create a list of exhibitors to visit during JA Inspire Virtual.

**Students will:**
- E.6_12.7.1 Evaluate career choices and the effect on the standard of living.

**ASCA Career Development Standards**
- C.A1.1 develop skills to locate, evaluate, and interpret career information
- C.A1.2 learn about the variety of traditional and nontraditional occupations
- C.B1.4 know the various ways in which occupations can be classified

**Common Core ELA**
- Reading for Information RL1 RL3 RL4 RL5
- Writing W.4 W.5 W.6
- Language L.1 L.2 L.3 L.4 L.6
### Session Five: Learn from the Experts

Students review the speakers and webinars available at the JA Inspire Virtual career fair, create a list of at least three to view, and define what they would like to learn from them.

**Objectives:**

**Students will:**
- Identify relevant JA Inspire Virtual speakers and webinars to attend.
- Note facts about the speakers and topics of webinars they will attend.
- Develop questions to consider when watching the speakers and webinars.

**Grades 6-12 Social Studies Standards**

- E.6.12.7.1 Evaluate career choices and the effect on the standard of living.

**ASCA Career Development Standards**

- C.A1.1 develop skills to locate, evaluate, and interpret career information
- C.A1.2 learn about the variety of traditional and nontraditional occupations
- C.B1.4 know the various ways in which occupations can be classified
- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences

**Common Core ELA**

- Reading for Information: RI.1, RI.3, RI.4, RI.5
- Language: L.1, L.3, L.4, L.5, L.6

### Session Six: Welcome to JA Inspire Virtual

Students attend the JA Inspire Virtual Career fair.

**Objectives:**

**Students will:**
- Visit exhibits at JA Inspire Virtual.
- Attend speeches and webinars at JA Inspire Virtual.
- Complete the What I Learned section of the chart from their Learn from the Experts worksheet

**Grades 6-12 Social Studies Standards**

- E.6.12.7.1 Evaluate career choices and the effect on the standard of living.

**ASCA Career Development Standards**

- C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations
- C.A.1.7 understand the importance of planning.
- C.B.1.1 apply decision making skills to career planning, course selection, and career transition
- C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice
- C.B.1.3 demonstrate knowledge of the career planning process

**Common Core ELA**

- Reading for Information: RI.1, RI.3, RI.4, RI.5
- Writing: W.4, W.5, W.6
- Language: L.1, L.2, L.3, L.4, L.6
### Session Descriptions

#### Session Seven: JA Inspire Personal Reflection

Students reflect on what they have learned and identify next steps to further define their academic choices and career path.

**Objectives:**

**Students will:**
- Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event.
- Identify next steps, including exploration of high school coursework and other research.

<table>
<thead>
<tr>
<th>Grades 6-12 Social Studies Standards</th>
<th>ASCA Career Development Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.6.12.7.1 Evaluate career choices and the effect on the standard of living.</td>
<td>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</td>
<td>Reading for Information RI.1 RI.3 RI.4 RI.5 Language L.1 L.3 L.4 L.5 L.6</td>
</tr>
<tr>
<td>E.6.12.7.3 Develop short- and long-term financial goals.</td>
<td>C:B2.2 Assess and modify their educational plan to support career</td>
<td></td>
</tr>
</tbody>
</table>

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## Session Descriptions

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Grades 6-12 Social Studies Standards</th>
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<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Fair Session: What Sets You Apart?</strong></td>
<td>NA</td>
<td>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</td>
<td><strong>Reading for Informational Text</strong> RI 4 RI 7</td>
</tr>
<tr>
<td>Students reflect on their abilities, interests, and values as they consider future career choices.</td>
<td></td>
<td>C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice</td>
<td><strong>Speaking and Listening</strong> SL 1 SL 2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>C.B1.8 understand how changing economic and societal needs influence employment trends and future training</td>
<td><strong>Language</strong> L 3 L 4 L 6</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</td>
<td><strong>Reading for Informational Text</strong> RI 4 RI 7</td>
</tr>
<tr>
<td>• Define careers.</td>
<td></td>
<td>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</td>
<td><strong>Speaking and Listening</strong> SL 1 SL 2</td>
</tr>
<tr>
<td>• Differentiate between abilities (skills) and values.</td>
<td></td>
<td>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
<td><strong>Writing</strong> W 4 W 7</td>
</tr>
<tr>
<td>• Identify their personal characteristics.</td>
<td></td>
<td></td>
<td><strong>Language</strong> L 3 L 4 L 6</td>
</tr>
<tr>
<td><strong>The Day of the Fair</strong></td>
<td>E.6_12.4 Analyze the various institutions that drive and support the market economy.</td>
<td></td>
<td><strong>Reading for Informational Text</strong> RI 4 RI 7</td>
</tr>
<tr>
<td>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</td>
<td></td>
<td></td>
<td><strong>Speaking and Listening</strong> SL 1 SL 2</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td><strong>Writing</strong> W 4 W 7</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
<td><strong>Language</strong> L 3 L 4 L 6</td>
</tr>
<tr>
<td>• Complete one pre-fair activity (teacher-led) (optional).</td>
<td></td>
<td></td>
<td><strong>Reading for Informational Text</strong> RI 4 RI 7</td>
</tr>
<tr>
<td>• Express how jobs require specific interests and skills.</td>
<td></td>
<td></td>
<td><strong>Speaking and Listening</strong> SL 1 SL 2</td>
</tr>
<tr>
<td>• Complete one post-fair activity (teacher-led) (optional).</td>
<td></td>
<td></td>
<td><strong>Writing</strong> W 4 W 7</td>
</tr>
<tr>
<td>• Complete a student evaluation, if requested.</td>
<td></td>
<td></td>
<td><strong>Language</strong> L 3 L 4 L 6</td>
</tr>
</tbody>
</table>
**Session Descriptions**

<table>
<thead>
<tr>
<th>Post-Fair Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reflect on their JA Career Exploration Fair experiences.</td>
</tr>
</tbody>
</table>

**Objectives:**

**Students will:**

- Identify a future career goal.
- Create a personal action plan.

<table>
<thead>
<tr>
<th>Grades 6-12 Social Studies Standards</th>
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<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</td>
<td><strong>Reading for Informational Text</strong></td>
</tr>
<tr>
<td></td>
<td>C.A.1.6 learn how to set goals</td>
<td>RI 2 RI 4 RI 5 RI 7</td>
</tr>
<tr>
<td></td>
<td>C.A.1.7 understand the importance of planning</td>
<td><strong>Speaking and Listening</strong></td>
</tr>
<tr>
<td></td>
<td>C.B.1.1 apply decision making skills to career planning, course selection, and career transition</td>
<td>SL 1 SL 2</td>
</tr>
<tr>
<td></td>
<td>C.B.1.2 identify personal skills, interests, and abilities and relate them to current career choice</td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td></td>
<td>C.B.1.3 demonstrate knowledge of the career planning process</td>
<td>W 4 W 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>L 3 L 4 L 6</td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Grades 6-12 Social Studies Standards</td>
<td>ASCA Career Development Standards</td>
</tr>
<tr>
<td>--------------------------------------------</td>
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<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Session One: Before the Event</strong></td>
<td>NA</td>
<td>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</td>
</tr>
<tr>
<td>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</td>
<td></td>
<td>C.B1.7 describe traditional and non-traditional occupations and how these relate to career choice</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>C.B1.8 understand how changing economic and societal needs influence employment trends and future training</td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td>C.C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</td>
</tr>
<tr>
<td>• Identify skills and interests.</td>
<td></td>
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<tr>
<td>• Recognize Career Clusters</td>
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<td></td>
</tr>
<tr>
<td>• Recall future high-demand occupations</td>
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<tr>
<td></td>
<td></td>
<td>E.6.12.4 Analyze the various institutions that drive and support the market economy.</td>
</tr>
<tr>
<td><strong>Session Two: During the Event</strong></td>
<td></td>
<td>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</td>
</tr>
<tr>
<td>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</td>
<td></td>
<td>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
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<tr>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Practice active listening skills.</td>
<td></td>
<td></td>
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<tr>
<td>• Equate job responsibilities with skills and interests</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</td>
</tr>
<tr>
<td><strong>Session Three: After the Event</strong></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Students reflect on what they learned during their preparation and the speaker event.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognize Career Clusters</td>
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</tbody>
</table>
# JA Excellence through Ethics

## Session Descriptions

### Day of the Visit

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.

**Objectives:**

**Students will:**

- 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.

<table>
<thead>
<tr>
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<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.6_12.4 Analyze the various institutions that drive and support the market economy.</td>
<td>C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</td>
<td>Reading for Informational Text</td>
</tr>
<tr>
<td></td>
<td>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
<td>RI 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RI 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RI 7</td>
</tr>
</tbody>
</table>

### Reflection Activity

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.

**Objectives:**

**Students will:**

- 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.

<table>
<thead>
<tr>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations</td>
</tr>
<tr>
<td>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
</tr>
</tbody>
</table>

Reading for Informational Text
RI 1
RI 4
RI 7

Speaking and Listening
SL 1
SL 2
SL 3
SL 4

Writing
W 4

Language
L 3
L 4
L 6
# Communicating About Yourself

**Objectives:**
- Identify language and style appropriate for the workplace.
- Recognize the importance of manners as an element of professionalism.

**Objectives:**
- Students will:
  - Identify language and style appropriate for the workplace.
  - Recognize the importance of manners as an element of professionalism.

<table>
<thead>
<tr>
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<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating About Yourself</td>
<td>NA</td>
<td>C.A. 1.3 develop an awareness of personal abilities, skills, interests, and motivations</td>
<td>Reading for Informational Text RI 1 RI 4</td>
</tr>
<tr>
<td>Students learn what their dress, speech, and listening skills communicate to others about them.</td>
<td></td>
<td>C.A.2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
<td></td>
</tr>
<tr>
<td>Applications and Resumes</td>
<td>NA</td>
<td>C.A.2.1 acquire employability skills such as working on a team, problem-solving and organizational skills</td>
<td>Speaking and Listening SL 1 SL 2 SL 4 SL 6</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td>C.A.2.2 apply job readiness skills to seek employment opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.A.2.6 learn how to write a resume</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing W 4</td>
<td>Language L 1 L 2 L 3 L 4 L 6</td>
</tr>
<tr>
<td>Session Descriptions</td>
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<td>Common Core ELA</td>
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<tr>
<td>-------------------------------</td>
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</tr>
<tr>
<td><strong>Interviewing for a Job</strong></td>
<td>E.6.12.4 Analyze the various institutions that drive and support the market economy.</td>
<td>C.A.1.3 develop an awareness of personal abilities, skills, interests, and motivations C.A.2.1 acquire employability skills such as working on a team, problem-solving and organizational skills C.A.2.2 apply job readiness skills to seek employment opportunities C.A.2.6 learn how to write a resume C.C.2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
<td>Speaking and Listening SL 1 SL 2 SL 4 SL 6 Writing W 4 Language L1 L 2 L 3 L 4 L 6</td>
</tr>
<tr>
<td><strong>Cell Phones in the Workplace</strong></td>
<td>NA</td>
<td>C.A.2.1 acquire employability skills such as working on a team, problem-solving and organizational skills C.C.2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences</td>
<td>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6 Language L1 L 3 L 4 L 6</td>
</tr>
</tbody>
</table>

**Objectives:**

**Interviewing for a Job**
- 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.

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

**Cell Phones in the Workplace**
- Students develop an understanding of appropriate communication methods to ensure workplace success.

**Objectives:**
- Students will:
  - 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.
<table>
<thead>
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</tr>
</thead>
</table>
| **Workplace Communication** | NA | C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills  
C.A2.2 apply job readiness skills to seek employment opportunities  
C.A2.6 learn how to write a resume  
C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences | Speaking and Listening  
SL 1  
SL 2  
SL 4  
SL 5  
SL 6  
Language  
L1  
L3  
L4  
L6 |
| Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.  
**Objectives:**  
**Students will:**  
• 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. |  
| **Workplace Writing** | NA | C.A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills  
C.A2.2 apply job readiness skills to seek employment opportunities  
C.A2.6 learn how to write a resume  
C.C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences | Speaking and Listening  
SL 1  
SL 2  
SL 4  
SL 6  
Writing  
W 4  
W 5  
W 6  
Language  
L1  
L2  
L3  
L4  
L6 |
| Students practice writing concisely, clearly, and correctly, with appropriate workplace style.  
**Objectives:**  
**Students will:**  
• 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. |  
|  |  |  |  |