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

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills.

In this document, Junior Achievement programs are correlated to the Wisconsin Academic Standards including but not limited to: Social Studies; Personal Financial Literacy; Marketing, Management and Entrepreneurship; Family and Consumer Science; and the Academic and Career Planning (ACP) Guidelines; as well as Common Core English Language Arts (ELA) and Common Core Mathematics. When an Extended Learning Opportunity within the curriculum directly supports an academic standard, the letters ELO will appear superscripted next to the standard.

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

JA Middle Grades Programs

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

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

**JA It's My Business!** encompasses entrepreneurship curriculum for students in grades six, seven, and eight. Students are encouraged to use critical thinking to learn entrepreneurial skills that support a positive attitude as they explore and enhance their career aspirations.

**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®** provides practical information about preparing for the working world while still in middle school.

**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 Economics for Success

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<th>Session Descriptions</th>
<th>Key Learning Objectives</th>
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</table>
| **Session One: Mirror, Mirror** | **Objectives:**  
The students will:  
• Use personal reflection to explain self-knowledge  
• Apply their skills, interests, and values to help determine a potential career path | Grade 6 RL.6.2,4,7 SL.6.1-2 L.6.1,3,4 Grade 7 RI.7.2,4 SL.7.1,2 L.7.1,3,4 Grade 8 RI.8.2,4 SL.8.1 L.8.1,3,4 | NA | Self Awareness  
• Interpret inventory results and articulate personal strengths and interests.  
Career Exploration  
• Take age-appropriate inventories and assessments for career exploration...  
• Locate information on clusters based on interests and self-awareness.  
• Examine career information for career exploration | Personal Financial Literacy A.8.1.1 A.8.2.1 A.8.3.1 |
| **Session Two: Be a Success** | **Objectives:**  
The students will:  
• Identify the connection between goal-setting, personal finance, education, and career choices  
• Apply decision making to education and career choices | Grade 6 RI.6.4 SL.6.1.2 L.6.1,3,4 Grade 7 RI.7.4 SL.7.1,2 L.7.1,3,4 Grade 8 RI.8.4 SL.8.1 L.8.1,3,4 | Grade 6 6.NS..3 6.NS.C.5 | Career Exploration  
• Are exposed to activities based on a wide variety of career clusters and pathways  
World of Work & Labor Market  
• Understand salary, standards of living, and connections to different careers’ earning potential.  
• Demonstrate social skills needed for employability. | Personal Financial Literacy A.8.1.1 A.8.3.1 |
| **Session Three: Keeping Your Balance** | **Objectives:**  
The 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 | 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 | Grade 6 6.NS.B.3 6.NS.C.5 Grade 7 7.RP.A.3 | World of Work & Labor Market  
• Understand salary, standards of living, and connections to different careers’ earning potential.  
Financial Knowledge  
• Create a mock budget for using income from a career of interest that addresses cost of living. | Economics SS.Econ1.a.m SS.Econ1.b.m Personal Financial Literacy A.8.1.1 A.8.3.1 B.8.1.2 |
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<tr>
<th>Session Descriptions</th>
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<th>Grade 6</th>
<th>Grade 7</th>
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<td>Session Four: Savvy Shopper</td>
<td>The students will:</td>
<td>RI.6.4,7</td>
<td>RI.7.4</td>
<td>RI.8.4</td>
<td>Financial Knowledge:</td>
<td>Academic and Career Preparation:</td>
<td>Personal Financial Literacy:</td>
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<td></td>
<td>▪ Identify the differences between debit and credit cards</td>
<td>SL.6.1</td>
<td>SL.7.1</td>
<td>SL.8.1</td>
<td>• Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts.</td>
<td>• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum.</td>
<td>C.8.1.1</td>
<td>C.8.1.2</td>
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<td>▪ Explain the advantages and disadvantages of both cards</td>
<td>L.6.1,3,4</td>
<td>L.7.1,3,4</td>
<td>L.8.1,3,4</td>
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<td>• Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</td>
<td>C.8.2.3</td>
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<td>▪ Recognize the importance of taking personal responsibility for financial decisions</td>
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<td>Session Five: Keeping Score</td>
<td>The students will:</td>
<td>RI.6.4,7</td>
<td>RI.7.4</td>
<td>RI.8.4</td>
<td>Academic and Career Preparation:</td>
<td>Personal Financial Literacy:</td>
<td>C.8.4.1</td>
<td>C.8.4.2</td>
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<td>▪ Describe the favorable or unfavorable consequences of a high or low personal credit</td>
<td>SL.6.1</td>
<td>SL.7.1</td>
<td>SL.8.1</td>
<td>• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum.</td>
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<td>L.6.1,3,4</td>
<td>L.7.1,3,4</td>
<td>L.8.1,3,4</td>
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<td>▪ Explain actions that cause a credit score to go up or down</td>
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<td>Session Six: What’s the Risk?</td>
<td>The students will:</td>
<td>RI.6.4,7</td>
<td>RI.7.4</td>
<td>RI.8.4</td>
<td>Academic and Career Preparation:</td>
<td>Personal Financial Literacy:</td>
<td>C.8.1.2</td>
<td>C.8.1.3</td>
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<td></td>
<td>▪ Explore the cost and consequence of risk</td>
<td>SL.6.1</td>
<td>SL.7.1</td>
<td>SL.8.1</td>
<td>• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum.</td>
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<td>▪ Explain how insurance provides a method to minimize financial risk</td>
<td>L.6.1,3,4</td>
<td>L.7.1,3,4</td>
<td>L.8.1,3,4</td>
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<td>▪ Identify the opportunity cost of having insurance</td>
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<td>▪ Assess how personal responsibility plays a part in minimizing risk</td>
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### JA Global Marketplace Blended Model

#### Session Details

**Session One: Business and Customer**
Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.

**Objectives:**
The students will be able to:  
- 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)

**Behavioral Science**  
SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.

**Personal Financial Literacy**  
F.8.4.3 Illustrate how the economic system of production and consumption may be a means to achieve other significant societal goals.

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<th>Academic Standards</th>
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<tbody>
<tr>
<td>RI.6.1</td>
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<td>RI.6.4</td>
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<td>RI.6.7</td>
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<td>SL.6.1-2</td>
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#### Session Two: Business and Culture
Students learn that businesses must understand cultural differences in order to meet customers’ needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.

**Objectives:**
The students will be able to:  
- Identify business-related, cultural differences throughout the world  
- Explain the need for international businesses to take into account their customers’ cultural differences in order to provide for the customer and make a profit  
- Identify cultural differences throughout the world that affect social interaction and communication

**Behavioral Science**  
SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.  
SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).

**Geography**  
SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.

**Personal Financial Literacy**  
F.8.1.1 Classify individual, social, and cultural differences in understanding and use of money and other financial resources.

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### ACP Components

**Academic and Career Preparation**
- Receive instruction in crafting appropriate communications with different purposes/audiences.
## Session Three: Global Trade

Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.

**Objectives:**
The students will be able to:
- 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

**Academic Standards**

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<td><strong>Economics</strong></td>
<td>SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries</td>
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<td>Mathematical Practices 2-3 6-7</td>
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<td>W.6.4</td>
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<td>SL.4</td>
<td>7.NS.3</td>
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<td>L.6.1-6</td>
<td>Grade 7</td>
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<tr>
<td><strong>Geography</strong></td>
<td>SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places.</td>
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<td>RI.7.4</td>
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## Session Four: Why Countries Specialize

Students learn that modern countries cannot provide all the products and services that their people want and need. Therefore, businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. Students look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.

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

**Academic Standards**

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<tbody>
<tr>
<td><strong>Economics</strong></td>
<td>S.Econ2.b.m Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. SS.Econ5.a.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.</td>
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<td>RI.6.1</td>
<td>6.NSA.3</td>
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<td>L.6.6</td>
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<td><strong>Geography</strong></td>
<td>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</td>
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# JA Global Marketplace Blended

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<td><strong>Session Five: Trade Barriers</strong></td>
<td><strong>Economics</strong></td>
<td><strong>Grade 6</strong></td>
<td><strong>Mathematical Practices</strong></td>
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<tr>
<td>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.</td>
<td>S.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</td>
<td>RL.6.4 W.6.4 SL.6.1-2 L.6.1-6</td>
<td>2-3 6-7</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Personal Financial Literacy</strong></td>
<td><strong>Grade 7</strong></td>
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<td>The students will be able to:</td>
<td>E.1 Understand the impact of contextual factors associated with consumer decision making.</td>
<td>RL.7.4 W.7.4 SL.7.1-2 L.7.1-6</td>
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<td>• Identify examples of trade barriers</td>
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<td>• Analyze the consequences of trade barriers on businesses, employees, and customers</td>
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<td>RL.8.4 W.8.4 SL.8.1-2 L.8.1-6</td>
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<td>• Explain why balance of trade matters to businesses, customers, and employees</td>
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<td><strong>Session Six: Currency</strong></td>
<td><strong>Economics</strong></td>
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<td>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.</td>
<td>S.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).</td>
<td>RL.6.4 W.6.7 SL.6.1-2 L.6.1 L.6.3-6</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Personal Financial Literacy</strong></td>
<td><strong>Grade 7</strong></td>
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<td>The students will be able to:</td>
<td>E.8.6.1 Explain the forms and functions of money.</td>
<td>RL.7.4 SL.7.1-2 L.7.1 L.7.3-6</td>
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<td>• Define currency and exchange rate</td>
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<td>• Recognize that different countries have different forms of currency</td>
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<td>RL.8.4 SL.8.1-2 L.8.1 L.8.3-6</td>
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<td>• Recognize that each currency has a different value, which is determined through a variable exchange rate</td>
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<td><strong>Session Seven: Global Workforce</strong></td>
<td><strong>Behavioral Science</strong></td>
<td><strong>Grade 6</strong></td>
<td><strong>Mathematical Practices</strong></td>
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<tr>
<td>Students take on the role of international business owners reviewing the skills and experience of potential employees.</td>
<td>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</td>
<td>RL.6.1 W.6.4 RL.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</td>
<td>2-3 6-7</td>
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<td><strong>Objectives:</strong></td>
<td><strong>ACP Components</strong></td>
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<td>The students will be able to:</td>
<td><strong>Career Exploration</strong></td>
<td>RL.7.1 RL.7.4 W.7.4 SL.7.1-2 L.7.1-6</td>
<td></td>
</tr>
<tr>
<td>• Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages</td>
<td><strong>World of Work &amp; Labor Market</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Express specific steps that would need to be taken to obtain work in another country</td>
<td>Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway.</td>
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</tr>
<tr>
<td>• Recognize the value of a second language for future job opportunities</td>
<td>Identify and exhibit positive social skills consistent with employability.</td>
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</tr>
</tbody>
</table>
# JA It’s My Business!

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Key Learning Objectives</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
<th>WI ACP Components</th>
<th>Academic Standards</th>
</tr>
</thead>
</table>
| **Session One: I Am an Entrepreneur** | Students identify entrepreneurial businesses and characteristics common to entrepreneurs. | **Objectives:** The students will:  
- Define entrepreneurship  
- Identify four key entrepreneurial characteristics  
- Recognize personal entrepreneurial characteristics | Grade 6  
RI.6.1-2,4  
RI.6.7-8  
SL.6.1-5  
L.6.1-6  
Grade 7  
RI.7.1-4, 7-10  
SL.7.1-5  
L.7.1-6  
Grade 8  
RI.8.1-4  
RI.8.7-8  
SL.8.1-5  
L.8.1-5 | NA | Career Exploration  
- Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.  
Academic and Career Preparation  
- Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum. | Entrepreneurship  
MF8.a.7.m  
MF8.a.8.m  
MF8.a.9.m  
Economics  
SS.Econ2.a.m  
Personal Financial Literacy  
A.8.1.1  
A.8.3.2  
E.8.2.2 |
| **Session Two: I Can Change the World** | Students consider customer needs to brainstorm a product design. | **Objectives:** The students will:  
- Describe how entrepreneurs fill a market need  
- Discuss the role of market research in determining market need and competitive advantage | Grade 6  
RI.6.1-2,4  
RI.6.7-8  
W.6.1-2,7-8  
SL.6.1-5  
L.6.1-6  
Grade 7  
RI.7.1-4,7-10  
W.7.1-2, 6-8  
SL.7.1-5  
L.7.1-6  
Grade 8  
RI.8.1-4, 7-8  
W.8.1-2, 7-9  
SL.8.1-5  
L.8.1-5 | Grade 6  
6.RP.1-3  
6.NS.1-3  
6.SP.1-5  
Grade 7  
7.RP.1-3  
7.NS.1-3  
7.SP.1  
7.SP.5-6  
8.SP.1-2  
8.SP.4 | Academic and Career Preparation  
- Self-directed and group inquiry- based and problem-solving activities are integrated throughout the curriculum.  
Career Exploration  
- Make connections between skills acquired in and out of school and how they apply to careers of interest. | Entrepreneurship  
MF9.a.6.m  
MF9.a.7.m  
MF9.a.9.m  
MF9.a.10.m  
Economics  
SS.Econ1.a.m  
Personal Financial Literacy  
A.8.1.1  
A.8.2.1  
A.8.3.2  
E.8.2.2 |
| **Session Three: I Know My Customer** | Students create advertising ideas for products. | **Objectives:** The students will:  
- Create effective advertisements for a variety of businesses | Grade 6  
RI.6.1-2,4  
RI.6.7-8  
W.6.1-2,7-8  
SL.6.1-5  
L.6.1-6  
Grade 7  
RI.7.1-4,7-10  
W.7.1-2, 6-8  
SL.7.1-5  
L.7.1-6  
Grade 8  
RI.8.1-4, 7-8  
W.8.1-2, 7-9  
SL.8.1-5  
L.8.1-5 | Grade 6  
6.RP.1-3  
6.NS.1-3  
6.SP.1-5  
Grade 7  
7.RP.1-3  
7.NS.1-3  
7.SP.1  
7.SP.5-6  
8.SP.1-2  
8.SP.4 | World of Work & Labor Market  
- Demonstrate social skills needed for employability.  
Academic and Career Preparation  
- Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum.  
- Craft appropriate communications with different purposes/audiences. | Entrepreneurship  
MF9.b.6.m  
Economics  
SS.Econ1.b.m  
Personal Financial Literacy  
A.8.1.1  
A.8.3.2  
E.8.2.1  
E.8.2.2 |
## JA It's My Business!

<table>
<thead>
<tr>
<th>Session Description</th>
<th>Key Learning Objectives</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
<th>WI ACP Guidelines</th>
<th>Academic Standards</th>
</tr>
</thead>
</table>
| **Session Four: I Have an Idea**  
Students participate in an auction. | Objectives:  
The students will:  
- Recognize how being creative and innovative are necessary entrepreneurial skills for starting a business  
- Verbally defend their decisions | Grade 6  
RI.6.1-2, 4  
RI.6.7-8  
SL.6.1-5  
L.6.1-6  
**Grade 7**  
RI.7.1-4, 7-10  
SL.7.1-5  
L.7.1-6  
**Grade 8**  
RI.8.1-4, 7-8  
SL.8.1-5  
L.8.1-5 | Grade 6  
6.RP.1-3  
6.NS.1-3  
6.SP.1-5  
**Grade 7**  
7.RP.1-3  
7.NS.1-3  
7.SP.1  
7.SP.5-6  
**Grade 8**  
8.SP.1-2  
8.SP.4 | Career Exploration  
- Make connections between skills acquired in and out of school and how they apply to careers of interest.  
- Are exposed to activities based on a wide variety of career clusters and pathways. | Economics  
SS.Econ1.b.m  
Personal Financial Literacy  
A.8.1.1  
A.8.3.2  
B.8.1.1  
D.8.3.2 |
| **Session Five: I See a Need**  
Students develop a business plan. | Objectives:  
The students will:  
- Analyze how entrepreneurs use their knowledge and abilities to create businesses  
- Develop business plans based on set criteria | Grade 6  
RI.6.1-2, 4  
RI.6.7-8  
SL.6.1-5  
L.6.1-6  
**Grade 7**  
RI.7.1-4, 7-10  
SL.7.1-5  
L.7.1-6  
**Grade 8**  
RI.8.1-4, 7-8  
SL.8.1-5  
L.8.1-5 | NA | Academic and Career Preparation  
- Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum  
- Self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum.  
- Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. | Entrepreneurship  
MF9.b.10.m  
MF9.d.4.m  
Economics  
SS.Econ2.c.m  
Personal Financial Literacy  
A.8.1.1  
A.8.2.1  
A.8.3.2  
F.8.4.3  
F.8.4.4 |
| **Session Six: Celebrate Entrepreneurs!**  
Students identify their entrepreneurial characteristics. | Objectives:  
The students will:  
- Identify characteristics they share with entrepreneurs  
- Create a personal entrepreneur profile | Grade 6  
RI.6.1-2,4  
RI.6.7-8  
W.6.1-2,7-8  
SL.6.1-5  
L.6.1-6  
**Grade 7**  
RI.7.1-4,7-10  
W.7.1-2,6-8  
SL.7.1-5  
L.7.1-6  
**Grade 8**  
RI.8.1-4,7-8  
W.8.1-2,7-9 | NA | Self Awareness  
- Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests.  
- Set short- and long-term goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc. | Entrepreneurship  
MF8.a.7.m  
MF8.a.8.m  
Personal Financial Literacy  
A.8.1.1  
A.8.3.2 |
### JA It's My Business! Blended Model

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Entrepreneurs</strong></td>
<td><strong>Entrepreneurship</strong>&lt;br&gt;MF8.a.7.m Describe goals of entrepreneurship.&lt;br&gt;MF8.a.8.m Describe desirable entrepreneurial personality traits and skills.&lt;br&gt;<strong>Personal Financial Literacy</strong>&lt;br&gt;A.8.1.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.&lt;br&gt;<strong>WCCTS</strong>&lt;br&gt;CD1.a.2.m Assess personal strengths, aptitudes and passions related to potential future careers.&lt;br&gt;CD1.d.3.m Evaluate the positive and negative implications of personal decisions.</td>
<td><strong>Grade 6</strong>&lt;br&gt;RI 6.4.7&lt;br&gt;SL 6.1-2&lt;br&gt;L 6.1-6&lt;br&gt;<strong>Grade 7</strong>&lt;br&gt;RI 7.4.7&lt;br&gt;SL 7.1-2&lt;br&gt;L 7.1-6&lt;br&gt;<strong>Grade 8</strong>&lt;br&gt;RI 8.4&lt;br&gt;SL 8.1-2&lt;br&gt;L 8.1-5</td>
</tr>
<tr>
<td><strong>Session Two: Market and Need</strong></td>
<td><strong>Entrepreneurship</strong>&lt;br&gt;MF8.a.12.m Examine career opportunities in entrepreneurship.&lt;br&gt;MF9.a.7.m Explain the importance of how and entrepreneur generates ideas, and recognizes opportunities and determines the feasibility of the venture.&lt;br&gt;<strong>Economics</strong>&lt;br&gt;SS.Econ1.a.m Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.&lt;br&gt;SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.&lt;br&gt;<strong>Personal Financial Literacy</strong>&lt;br&gt;A.8.3.1 Examine how income affects choices and spending decisions.&lt;br&gt;<strong>WCCTS</strong>&lt;br&gt;4C1.a.5.m Explain how a recently developed product or service fulfills a human need or desire.</td>
<td><strong>Grade 6</strong>&lt;br&gt;RI 6.1.4.7&lt;br&gt;SL 6.1-2&lt;br&gt;SL 6.4&lt;br&gt;L 6.1-6&lt;br&gt;<strong>Grade 7</strong>&lt;br&gt;RI 7.1.4.7&lt;br&gt;SL 7.1-2&lt;br&gt;SL 7.4&lt;br&gt;L 7.1-6&lt;br&gt;<strong>Grade 8</strong>&lt;br&gt;RI 8.1.4&lt;br&gt;SL 8.1-2&lt;br&gt;SL 8.4&lt;br&gt;L 8.1-5</td>
</tr>
<tr>
<td><strong>Session Three: Innovative Ideas</strong></td>
<td><strong>Entrepreneurship</strong>&lt;br&gt;MF9.a.6.m Describe the need for entrepreneurial innovation.&lt;br&gt;<strong>WCCTS</strong>&lt;br&gt;4C1.b.4.m Explain how multiple people can develop better solutions than an individual.&lt;br&gt;4C3.b.4.m Use idea generating practices as part of a group.&lt;br&gt;4C3.b.5.m Describe ways to facilitate group collaboration.</td>
<td><strong>Grade 6</strong>&lt;br&gt;RI 6.1&lt;br&gt;RI 6.4&lt;br&gt;RI 6.7&lt;br&gt;SL 6.1-2&lt;br&gt;SL 4.5&lt;br&gt;L 6.1-6&lt;br&gt;<strong>Grade 7</strong>&lt;br&gt;RI 7.1&lt;br&gt;RI 7.4&lt;br&gt;RI 7.7&lt;br&gt;SL 7.1-2&lt;br&gt;SL 7.4-5&lt;br&gt;L 7.1-6&lt;br&gt;<strong>Grade 8</strong>&lt;br&gt;RI 8.1&lt;br&gt;RI 8.4&lt;br&gt;SL 8.1-2&lt;br&gt;SL 8.4-5&lt;br&gt;L 8.1-5</td>
</tr>
</tbody>
</table>

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:**
The students will be able to:
- 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

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:**
The students will be able to:
- Define market and need
- Explain the importance of identifying market and need when developing new product or service 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:**
The students will be able to:
- 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
## JA It's My Business! Blended Model

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Four: Testing the Market</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td>Grade 6</td>
</tr>
<tr>
<td></td>
<td>• Discuss the importance of market research in the product development process</td>
<td>R.I.6.1</td>
</tr>
<tr>
<td></td>
<td>• Describe multiple types of survey questions</td>
<td>R.I.6.4</td>
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<tr>
<td></td>
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<td>R.I.6.7</td>
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<td></td>
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<td>W.6.4</td>
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<td></td>
<td></td>
<td>SL.6.1-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L.6.1-6</td>
</tr>
<tr>
<td><strong>Entrepreneurship</strong></td>
<td>MF9.a.8.m Analyze the components of the marketing mix within a variety of local competing industries.</td>
<td></td>
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<tr>
<td></td>
<td>MF9.a.10.m Describe ways to measure the feasibility of a venture idea.</td>
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<td></td>
<td>MF9.b.6.m Explain tools used by entrepreneurs for venture planning.</td>
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<tr>
<td><strong>Personal Financial Literacy</strong></td>
<td>E.8.1.1 Examine individual differences in decisions made as a consumer.</td>
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<td></td>
<td>E.8.2.1 Compare and contrast advertising for opinion vs. fact.</td>
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<td>E.8.2.2 Examine the impact of selected business practices.</td>
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<tr>
<td><strong>WCCTS</strong></td>
<td>4C3.a.5.m Conduct a shared dialogue with others on a common problem or task.</td>
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</tr>
<tr>
<td><strong>Session Five: Design and Prototype</strong></td>
<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></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td>Grade 6</td>
</tr>
<tr>
<td></td>
<td>• Represent a product idea and its features by using rough sketches and drawings</td>
<td>R.I.6.4</td>
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<td></td>
<td>• Recognize sketches as an important first step in the prototype process</td>
<td>R.I.6.7</td>
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<td>W.6.4</td>
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<td>SL.6.1-2</td>
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<td>L.6.1-6</td>
</tr>
<tr>
<td><strong>Entrepreneurship</strong></td>
<td>MF9.d.9.m Use creative problem solving in a classroom activity.</td>
<td></td>
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<tr>
<td><strong>WCCTS</strong></td>
<td>4C1.a.4.m Analyze elements of a problem to develop creative solutions.</td>
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<td></td>
<td>4C2.a.8.m Explain how implementation of a solution or action may affect one or more corresponding systems.</td>
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<tr>
<td><strong>Session Six: Seek Funding</strong></td>
<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></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td>Grade 6</td>
</tr>
<tr>
<td></td>
<td>• Describe the elements that make a strong pitch presentation</td>
<td>R.I.6.4</td>
</tr>
<tr>
<td></td>
<td>• Work together to create and deliver a product pitch for potential funding</td>
<td>R.I.6.7</td>
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<td></td>
<td>W.6.4</td>
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<tr>
<td></td>
<td></td>
<td>SL.6.1-2</td>
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<td>L.6.1-5</td>
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<tr>
<td><strong>Entrepreneurship</strong></td>
<td>MF9.c.5.m Describe ways to obtain financial support from the community</td>
<td></td>
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<td></td>
<td>MF9.c.5.m Describe considerations in selecting capital resources.</td>
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<td></td>
<td>MF9.d.4.m Identify ways to help the new business venture be successful.</td>
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<tr>
<td><strong>WCCTS</strong></td>
<td>CD4.a.3.m Demonstrate self-discipline, self-worth, positive attitude and integrity.</td>
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<td>CD4.a.4.m Demonstrate flexibility and willingness to learn new knowledge and skills.</td>
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</tr>
<tr>
<td>Session Descriptions</td>
<td>Key Learning Objectives</td>
<td>Common Core ELA</td>
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</tbody>
</table>
| **Session One: My Brand** | **Objectives:** The students will:  
- Recognize that the choices they make in middle school can have a direct impact now and in the future  
- Identify corporate and personal brands that represent positive reputations  
- Design a logo as part of expressing a personal brand | Grade 6  
L. 6.1,4  
SL. 6.1-2  
Grade 7  
L. 7.1,4  
SL. 7.1-2  
Grade 8  
L. 8.1,4  
SL. 8.1-2 | Academic and Career Preparation  
Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum | WCCTS  
CD1.a.2.m |
| **Session Two: Career Clusters** | **Objectives:** The students will:  
- Examine career clusters and the jobs in each cluster that they would like to further explore  
- Understand the interconnectivity and value of all types of jobs | Grade 6  
L. 6.4  
SL. 6.1-2  
Grade 7  
L. 7.4  
SL. 7.1-2  
Grade 8  
L. 8.4  
SL. 8.1-2 | Career Exploration  
- Examine career information for career exploration.  
- Describe how careers are categorized by career clusters and pathways.  
- Locate information on clusters based on their interests and self-awareness.  
- Take age-appropriate inventories and assessments for career exploration to identify related career clusters and pathways.  
Self-Awareness  
Interpret inventory results and articulate their personal strengths, work values, learning styles, and interests. | WCCTS  
CD2.b.8.m  
CD3.b.3.m  
CD3.a.9.m |
| **Session Three: High-Growth Careers** | **Objectives:** The students will:  
- Recognize the four factors to consider in choosing a job  
- Describe industries that are forecasted to have high growth | Grade 6  
RI. 6.1  
L. 6.1,3,4  
L. 6.1,5  
Grade 7  
RI. 7.1  
L. 7.1,3,4  
SL. 7.1,5  
Grade 8  
RI. 8.1  
L. 8.1,3,4  
SL. 8.1,5 | World of Work & Labor Market  
- Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway.  
Academic and Career Preparation  
- Self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum. | WCCTS  
CD2.b.4.m  
CD2.b.6.m |

*JA It’s My Future*
### Session Descriptions

#### Session Four: Career Mapping

Students explore how to use life experiences to develop work skills and how to map a path to employment goals.

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>Common Core ELA</th>
<th>WI ACP Components</th>
<th>Academic Standards</th>
</tr>
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<tbody>
<tr>
<td>The students will:</td>
<td></td>
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</tr>
<tr>
<td>• Identify work skills already developed from experiences and activities</td>
<td>Grade 6 L.6.1 SL.6.1</td>
<td>Career Exploration&lt;br&gt;• Make connections between skills acquired in and out of school and how they apply to careers of interest.&lt;br&gt;• Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</td>
<td>WCCTS CD3.a.6.m CD3.a.7.m CD3.a.8.m</td>
</tr>
<tr>
<td>• Plan significant markers they need to reach to earn a particular job</td>
<td>Grade 7 L.7.1 SL.7.1</td>
<td>Academic and Career Preparation&lt;br&gt;• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

#### Grade 8 L.8.1 SL.8.1

#### Session Five: On the Hunt

Students are introduced to the basic aspects of job hunting through a scavenger hunt. They are given an organizing tool to keep all their vital job hunting information in one place.

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>Common Core ELA</th>
<th>WI ACP Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing</td>
<td>Grade 6 RI.6.1 L.6.4 SL.6.1</td>
<td>World of Work &amp; Labor Market&lt;br&gt;• Identify and exhibit positive social skills consistent with employability.</td>
</tr>
<tr>
<td>• Analyze where to look for a job</td>
<td>Grade 7 RI.7.1 L.7.4 SL.7.1</td>
<td>Academic and Career Preparation&lt;br&gt;• Instruction in crafting appropriate communications with different purposes or audiences is integrated throughout the curriculum.</td>
</tr>
<tr>
<td>• Understand the importance of keeping a record of vital information</td>
<td>Grade 8 RI.8.1 L.8.4 SL.8.1</td>
<td>Consumer Sciences CCLC1.b.9.m</td>
</tr>
</tbody>
</table>

#### Session Six: How to Keep (or Lose) a Job

Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>Common Core ELA</th>
<th>WI ACP Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students will:</td>
<td></td>
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<tr>
<td>• Differentiate between technical skills and soft skills</td>
<td>Grade 6 L.6.4 SL.6.1 RI.6.1 W.6.2 W.6.4</td>
<td>Academic and Career Preparation&lt;br&gt;• Identify and exhibit positive social skills consistent with employability.</td>
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<tr>
<td>• Describe specific soft skills they already possess and those they need to practice</td>
<td>Grade 7 L.7.4 SL.7.1 RI.7.1 W.7.2 W.7.4</td>
<td>Consumer Sciences CCLC1.b.9.m</td>
</tr>
<tr>
<td></td>
<td>Grade 8 L.8.4 SL.8.1 RI.8.1 W.8.2 W.8.4</td>
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</tbody>
</table>

#### Academic and Career Preparation

• Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum.

#### WCCTS

- CD3.a.6.m
- CD3.a.7.m
- CD3.a.8.m
- CD4.a.3.m
- CD4.a.4.m
- CD4.a.8.m
- CD4.b.2.m
- CCLC1.b.9.m
## JA It’s My Future Blended Model

### Session Details

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
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| **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:**  
The students will be able to:  
- 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  | **ACP Components**  
**Self Awareness**  
- Participate in extra- and co-curricular activities that provide experiences from which they learn about their skills, abilities, and interests.  
**WCCTS**  
CD1.a2.m: Assess personal strengths, aptitudes and passions related to potential future careers. | **Grade 6**  
RI.6.4  
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:**  
The students will be able to:  
- Define careers cluster  
- Identify jobs in specific career clusters to explore further  
- Recognize the interconnectivity and value of all types of jobs  | **ACP Components**  
**Self Awareness**  
- Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests.  
**Academic and Career Preparation**  
- Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities.  
**Career Exploration**  
- Describe how careers are categorized by career clusters and pathways.  
- Locate information on clusters based on their interests and self-awareness.  
- Examine career information for career exploration.  
**WCCTS**  
CD2.b.S.m: Apply academic information from a variety of sources to enhance career preparedness and lifelong learning.  
CD3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways.  
CD3.a.9.m: Use assessment results in educational planning including career awareness. | **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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| **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:**  
The students will be able to:  
- Identify specific careers that are forecast to have high-growth rates  
- Consider a variety of factors when selecting a career  
| **ACP Components**  
**Career Exploration**  
- Are exposed to activities based on a wide variety of career clusters and pathways.  
**Career Preparation**  
- Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities.  
**WCCTS**  
CD2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities.  
CD2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities.  | **Grade 6**  
RL.6.1, 4, 7  
SL.6.1-2  
L.6.1-6  
**Grade 7**  
RL.7.1, 4  
SL.7.1-2  
L.7.1-6  
**Grade 8**  
RL.8.1, 4  
SL.8.1-2  
L.8.1, 3, 4 |
| **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:**  
The students will be able to:  
- 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  | **ACP Components**  
**Career Exploration**  
- Locate information on clusters based on their interests and self-awareness.  
- Examine career information for career exploration.  
- Make connections between skills acquired in and out of school and how they apply to careers of interest.  
**Personal Financial Literacy**  
A.8.3.2 Investigate how individual skills and abilities can be applied to a career choice.  
**WCCTS**  
CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.  
CD3.a.7.m: Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway.  
CD3.a.8.m: Choose career opportunities that appeal to personal career goals.  | **Grade 6**  
RL.6.4  
RL.6.7  
W.6.4  
SL.6.1-2  
SL.6.4-5  
L.6.1-6  
**Grade 7**  
RL.7.4  
W.7.4  
SL.7.1-2  
SL.7.4-5  
L.7.1-6  
**Grade 8**  
RL.8.4  
W.8.4  
SL.8.1-2  
SL.4-5  
L.8.1-6 |
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<td><strong>Session Five: On the Hunt</strong>  &lt;br&gt;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.  &lt;br&gt;<strong>Objectives:</strong>  &lt;br&gt;The students will be able to:  &lt;br&gt;• Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references  &lt;br&gt;• Recognize the importance of personal presentation and making a good impression, on paper and in person.  &lt;br&gt;• Recognize the basic construction of a resume and skills that should be highlighted on a resume.</td>
<td><strong>ACP Components</strong>  &lt;br&gt;Career Preparation  &lt;br&gt;• Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities.  &lt;br&gt;• Receive instruction in crafting appropriate communications with different purposes/audiences.  &lt;br&gt;<strong>WCCTS</strong>  &lt;br&gt;CD4.a.3.m: Demonstrate self-discipline, self-worth, positive attitude and integrity.  &lt;br&gt;CD4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills.  &lt;br&gt;CD4.a.S.m: Identify positive work-qualities typically desired in each of the career cluster's pathways.  &lt;br&gt;CD4.b.2.m: Identify the components of a job description.  &lt;br&gt;<strong>Consumer Sciences</strong>  &lt;br&gt;CCLC1.b.9.m Explore and discuss job seeking and job keeping skills.</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;SL.6.1-2  &lt;br&gt;SL.4  &lt;br&gt;L.6.1-6  &lt;br&gt;Grade 7  &lt;br&gt;RI.7.1  &lt;br&gt;RI.7.4  &lt;br&gt;SL.7.1-2  &lt;br&gt;SL.7.4  &lt;br&gt;L.7.1-4  &lt;br&gt;Grade 8  &lt;br&gt;RI.8.1  &lt;br&gt;RI.8.4  &lt;br&gt;SL.8.1-2  &lt;br&gt;SL.8.4  &lt;br&gt;L.8.1-4</td>
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<tr>
<td><strong>Session Six: Soft Skills</strong>  &lt;br&gt;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.  &lt;br&gt;<strong>Objectives:</strong>  &lt;br&gt;The students will be able to:  &lt;br&gt;• Define and differentiate between technical skills and soft skills  &lt;br&gt;• Identify specific soft skills they already possess and those they need to improve</td>
<td><strong>ACP Components</strong>  &lt;br&gt;World of Work &amp; Labor Market  &lt;br&gt;• Demonstrate social skills needed for employability.  &lt;br&gt;<strong>Personal Financial Literacy</strong>  &lt;br&gt;F.8.1.2 Analyze attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work.  &lt;br&gt;<strong>WCCTS</strong>  &lt;br&gt;CD3.c.3.m: Identify work values and needs.  &lt;br&gt;CD3.c.4.m: Define adaptability and flexibility in the world of work.  &lt;br&gt;<strong>Consumer Sciences</strong>  &lt;br&gt;CCLC1.b.9.m Explore and discuss job seeking and job keeping skills.</td>
<td>Grade 6  &lt;br&gt;RI.6.4.7  &lt;br&gt;SL.6.1-2  &lt;br&gt;SL.6.4-5  &lt;br&gt;L.6.1-6  &lt;br&gt;Grade 7  &lt;br&gt;RI.7.4  &lt;br&gt;SL.7.1-2  &lt;br&gt;SL.7.4-5  &lt;br&gt;L.7.1-6  &lt;br&gt;Grade 8  &lt;br&gt;RI.8.4  &lt;br&gt;SL.8.1-2  &lt;br&gt;SL.8.4-5  &lt;br&gt;L.8.1-6</td>
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