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

Updated July 2018
Colorado Social Studies
Colorado Personal Financial Literacy Expectations
Career Readiness Core Skills
Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
Overview

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

In this document, Junior Achievement programs are correlated to the Colorado Academic Standards for Social Studies, Personal Financial Literacy Expectations, and the Career Readiness Core Skills, as well as the Common core Standards for English Language Arts (ELA) and Math. 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. When Extended Learning Opportunities within the curriculum directly support an academic standard it is indicated by the letters ELO superscripted next to the standard.

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.
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Key Learning Objectives</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
<th>Academic Standards</th>
</tr>
</thead>
</table>
| **Session One: Mirror, Mirror**  
Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices. | 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  
RI.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 | Career Readiness  
- Initiative and self-direction  
- Personal awareness |
| **Session Two: Be a Success**  
Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers. | Objectives:  
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 | 6.3.1.c | Career Readiness  
- Learn Independently  
- Communication |
| **Session Three: Keeping Your Balance**  
Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions. | Objectives:  
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.3  
6.NS.C.5 | 7.3.2.f,g,h  
6.3.2.a-c  
Career Readiness  
- Initiative and Self-direction  
- Collaboration and teamwork |
# JA Economics for Success

<table>
<thead>
<tr>
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<th>Common Core Math</th>
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</tr>
</thead>
</table>
| **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:**  
The 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 | Grade 6  
RL.6.4,7  
SL.6.1  
L.6.1,3,4  
**Grade 7**  
RL.7.4  
SL.7.1  
L.7.1,3,4  
**Grade 8**  
RL.8.4  
SL.8.1  
L.8.1,3,4 | Grade 6  
6.NS.B.3  
6.NS.C.5 | 8.3.2.a-b  
**Career Readiness**  
- Personal responsibility and self-management  
- Collaboration and teamwork |
| **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:**  
The 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 | Grade 6  
RL.6.4,7  
SL.6.1  
L.6.1,3,4  
**Grade 7**  
RL.7.4  
SL.7.1  
L.7.1,3,4  
**Grade 8**  
RL.8.4  
SL.8.1  
L.8.1,3,4 | Grade 6  
6.NS.B.3  
6.NS.C.5 | 8.3.2.a-b  
8.3.2.d  
**Career Readiness**  
- Career literacy  
- Work ethic  
- Self-advocacy |
| **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:**  
The 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 | 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 | NA | NA  
**Career Readiness**  
- Inquiry and analysis  
- Risk taking |
## JA Global Marketplace Blended Model

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Social Studies Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Business and Customer</strong></td>
<td>8.3.1.a Give examples of international differences in resources, productivity, and prices that provide a basis for international trade. &lt;br&gt;7.3.1.d Identify examples to illustrate that consumers ultimately determine what is produced in a market economy. 7.3.1.e Explain the function of profit in a market economy. 6.4.1.a Discuss advantages and disadvantages of living in an interconnected world.</td>
<td>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td><strong>Objectives:</strong></td>
<td></td>
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<tr>
<td></td>
<td>The students will be able to:</td>
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<tr>
<td></td>
<td>▪ Identify what a business gains from an exchange with a customer</td>
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<tr>
<td></td>
<td>▪ Identify what a customer gains from an exchange with a business</td>
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<td></td>
<td>▪ Define ethics and ethical dilemma (Deeper Look)</td>
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<td></td>
<td>▪ 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)</td>
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</tr>
<tr>
<td><strong>Session Two: Business and Culture</strong></td>
<td>8.2.2.a Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. 6.2.2.e. Give examples of how people have adapted to their physical environment.</td>
<td>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4.7 SL.6.1-2 SL.6.4 L.6.1-6</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td><strong>Objectives:</strong></td>
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<tr>
<td></td>
<td>The students will be able to:</td>
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<tr>
<td></td>
<td>▪ Identify business-related, cultural differences throughout the world</td>
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<tr>
<td></td>
<td>▪ 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</td>
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<tr>
<td></td>
<td>▪ Identify cultural differences throughout the world that affect social interaction and communication</td>
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</table>
### 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

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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<tbody>
<tr>
<td>8.2.1.a Recognize the patterns and networks of economic interdependence.</td>
<td>RI.6.4</td>
<td>RI.7.4</td>
<td>RI.8.4</td>
</tr>
<tr>
<td>7.2.1.a Interpret maps and other geographic tools to find patterns in human and physical systems.</td>
<td>W.6.4</td>
<td>W.7.4</td>
<td>W.8.4</td>
</tr>
<tr>
<td>7.2.2.b Analyze and interpret data using geographic tools and create maps.</td>
<td>SL.6.1-2</td>
<td>SL.7.1-2</td>
<td>SL.8.1-2</td>
</tr>
<tr>
<td>7.3.2.a Identify patterns of trade between places based on distribution of resources.</td>
<td>SL.4</td>
<td>SL.7.4</td>
<td>SL.8.4</td>
</tr>
<tr>
<td>7.3.2.c Compare and contrast the relative value and different uses of several types of resources.</td>
<td>L.6.1-6</td>
<td>L.7.1-6</td>
<td>L.8.1-4</td>
</tr>
</tbody>
</table>

### 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

<table>
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<tr>
<td>8.2.1.a Recognize the patterns and networks of economic interdependence.</td>
<td>RI.6.4</td>
<td>RI.7.1</td>
<td>RI.8.1</td>
</tr>
<tr>
<td>7.2.1.a Interpret maps and other geographic tools to find patterns in human and physical systems.</td>
<td>RI.6.4</td>
<td>RI.7.4</td>
<td>RI.6.4</td>
</tr>
<tr>
<td>7.2.1.d Ask and answer questions after examining geographic sources.</td>
<td>RI.6.7</td>
<td>SL.7.1-2</td>
<td>SL.8.1-2</td>
</tr>
<tr>
<td>7.2.2.b Analyze and interpret data using geographic tools and create maps.</td>
<td>L.6.1</td>
<td>L.7.1</td>
<td>L.8.1</td>
</tr>
<tr>
<td>7.3.2.a Give examples that illustrate connections between resources and manufacturing.</td>
<td>L.6.3-4</td>
<td>L.7.3-4</td>
<td>L.8.3-4</td>
</tr>
<tr>
<td>7.3.2.c Compare and contrast the relative value and different uses of several types of resources.</td>
<td>L.6.6</td>
<td>L.7.6</td>
<td>L.8.6</td>
</tr>
<tr>
<td>6.2.1.c Ask multiple types of questions after examining geographic sources.</td>
<td>Grade 6</td>
<td>Grade 7</td>
<td>Grade 8</td>
</tr>
<tr>
<td>6.2.2.a Classify and analyze the types of connections between places.</td>
<td>Grade 6</td>
<td>Grade 7</td>
<td>Grade 8</td>
</tr>
</tbody>
</table>
### Session Details | Social Studies Standards | Common Core ELA | Common Core Math
---|---|---|---
**Session Five: Trade Barriers**<br>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.<br><br>**Objectives:**<br>The students will be able to:<br>• Identify examples of trade barriers<br>• Analyze the consequences of trade barriers on businesses, employees, and customers<br>• Explain why balance of trade matters to businesses, customers, and employees<br>8.2.2.b Compare how differing geographic perspectives apply to a historic issue.<br>6.2.2.a Analyze positive and negative interactions of human and physical systems in the Western Hemisphere.<br>8.3.1.b. Describe the factors that lead to a nation having a comparative and absolute advantage in trade.<br>8.3.1.c. Explain effects of domestic policies on international trade.<br>8.3.1.d. Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers.<br>**Grade 6**<br>RI.6.4<br>W.6.4<br>SL.6.1-2<br>L.6.1-6<br>**Grade 7**<br>RI.7.4<br>W.7.4<br>SL.7.1-2<br>L.7.1-6<br>**Grade 8**<br>RI.8.4<br>W.8.4<br>SL.8.1-2<br>L.8.1-6
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**Session Six: Currency**<br>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.<br><br>**Objectives:**<br>The students will be able to:<br>• Define currency and exchange rate<br>• Recognize that different countries have different forms of currency<br>• Recognize that each currency has a different value, which is determined through a variable exchange rate<br>7.3.1.c Define and identify factors that impact price.<br>**Grade 6**<br>RI.6.4.7<br>SL.6.1-2<br>L.6.1<br>L.6.3-6<br>**Grade 7**<br>RI.7.4<br>SL.7.1-2<br>L.7.1<br>L.7.3-6<br>**Grade 8**<br>RI.8.4<br>SL.8.1-2<br>L.8.1<br>L.8.3-6
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**Session Seven: Global Workforce**<br>Students take on the role of international business owners reviewing the skills and experience of potential employees.<br><br>**Objectives:**<br>The students will be able to:<br>• Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages<br>• Express specific steps that would need to be taken to obtain work in another country<br>• Recognize the value of a second language for future job opportunities<br>6.3.1.b Explore how different economic systems affect job and career options and the population’s standards of living.<br>6.3.1.c Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.<br>6.4.1.a Discuss advantages and disadvantages of living in an interconnected world.<br>**Grade 6**<br>RI.6.1.4.7<br>W.6.4<br>SL.6.1-2<br>L.6.1-6<br>**Grade 7**<br>RI.7.1.4<br>W.7.4<br>SL.7.1-2<br>L.7.1-6<br>**Grade 8**<br>RI.8.1.4<br>W.8.4<br>SL.8.1-2<br>L.8.1-6
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*Grade 6 Math Practices*<br>1-7<br>*Grade 7 Math Practices*<br>2-7
# 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>Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: I Am an Entrepreneur</strong></td>
<td>The students will:</td>
<td>RI.6.1-2, RI.6.4, RI.6.7-8, SL.6.1-5, L.6.1-6, RI.7.1-4, RI.7.7-10, SL.7.1-5, L.7.1-6</td>
<td>NA</td>
<td>HS.3.1.d</td>
</tr>
</tbody>
</table>
| Students identify entrepreneurial businesses and characteristics common to entrepreneurs. | - Define entrepreneurship  
- Identify four key entrepreneurial characteristics  
- Recognize personal entrepreneurial characteristics |                                                                                |                       |                    |
| Students consider customer needs to brainstorm a product design. | - Describe how entrepreneurs fill a market need  
- Discuss the role of market research in determining market need and competitive advantage |                                                                                |                       |                    |
| Students create advertising ideas for products. | - Create effective advertisements for a variety of businesses |                                                                                |                       |                    |

**Career Readiness**  
- Personal awareness  
- Critical thinking and problem solving  
- Creativity and innovation  
- Adaptability and flexibility  
- Collaboration and teamwork  
- Communication
<table>
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<tr>
<td>Students participate in an auction.</td>
<td>• Recognize how being creative and innovative are necessary entrepreneurial skills for starting a business</td>
<td></td>
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<td>• Work Ethic</td>
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<td>• Verbally defend their decisions</td>
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<td>• Self-advocacy</td>
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<td>6.RP.1-3, 6.NS.1-3, 6.SP.1-5</td>
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<td>7.RP.1-3, 7.NS.1-3, 7.SP.1, 5-6</td>
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<td>8.SP.1,2,4</td>
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<tr>
<td>Students develop a business plan.</td>
<td>• Analyze how entrepreneurs use their knowledge and abilities to create businesses</td>
<td></td>
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<td>• Time management</td>
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<td></td>
<td>• Develop business plans based on set criteria</td>
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<td>• Career literacy</td>
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<td>• Core academic foundation</td>
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<tr>
<td>Students identify their entrepreneurial characteristics.</td>
<td>• Identify characteristics they share with entrepreneurs</td>
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<td>• Learn independently</td>
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<tr>
<td></td>
<td>• Create a personal entrepreneur profile</td>
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<td>• Personal responsibility and self-</td>
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<td>management</td>
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## Session Details

### 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:**
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

**Social Studies**
HS.3.1. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services.

**Career Readiness**
- Adaptability and flexibility
- Personal awareness

**Common Core ELA**
- Grade 6
  - RI.6.1
  - RI.6.4
  - RI.6.7
  - SL.6.1-2
  - L.6.1-6
- Grade 7
  - RI.7.4
  - RI.7.7
  - SL.7.1-2
  - L.7.1-6
- Grade 8
  - RI.8.4
  - SL.8.1-2
  - L.8.1-5

### 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:**
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

**Social Studies**
HS.3.1. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services.

**Grade 7**
3.1.e Explain the function of profit in a market economy.

**Career Readiness**
- Critical thinking and problem solving
- Creativity and innovation
- Collaboration and teamwork
- Communication

**Common Core ELA**
- Grade 6
  - RI.6.1
  - RI.6.4
  - RI.6.7
  - SL.6.1-2
  - SL.6.4
  - L.6.1-6
- Grade 7
  - RI.7.1
  - RI.7.4
  - RI.7.7
  - 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.8.1-5

### 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:**
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

**Career Readiness**
- Collaboration and teamwork
- Communication

**Common Core ELA**
- Grade 6
  - RI.6.1
  - RI.6.4
  - RI.6.7
  - SL.6.1-2
  - SL.4-5
  - L.6.1-6
- Grade 7
  - RI.7.1
  - RI.7.4
  - RI.7.7
  - SL.7.1-2
  - SL.7.4-5
  - L.7.1-6
- Grade 8
  - RI.8.1
  - RI.8.4
  - SL.8.1-2
  - SL.8.4-5
  - L.8.1-5
# JA It’s My Business! Blended Model

## Session Details

### Session Four: 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:**
The students will be able to:
- Represent a product idea and its features by using rough sketches and drawings
- Recognize sketches as an important first step in the prototype process

**Academic Standards**
- Career Readiness
  - Time management
  - Work ethic
  - Creativity and innovation

**Common Core ELA**
- Grade 6
  - RI.6.1,4,7
  - W.6.4
  - SL.6.1-2
  - L.6.1-6
- Grade 7
  - RI.7.1
  - RI.7.4
  - RI.7.7
  - W.7.4
  - SL.7.1-2
  - L.7.1-6
- Grade 8
  - RI.8.4
  - W.8.4
  - SL.8.1-2
  - L.8.1-5

### Session Five: 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:**
The students will be able to:
- Discuss the importance of market research in the product development process
- Describe multiple types of survey questions

**Social Studies**

**Grade 7**
3.1.d Identify examples to illustrate that consumers ultimately determine what is produced in a market economy.

**Career Readiness**
- Core academic foundation
- Time management

**Common Core ELA**
- Grade 6
  - RI.6.1,4,7
  - W.6.4
  - SL.6.1-2
  - SL.6.4-5
  - L.6.1-6
- Grade 7
  - RI.7.4,7
  - 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

### 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:**
The students will be able to:
- Describe the elements that make a strong pitch presentation
- Work together to create and deliver a product pitch for potential funding

**Career Readiness**
- Ethics and integrity
- Career literacy
- Work ethic
- Self-advocacy

**Common Core ELA**
- Grade 6
  - RI.6.4,7
  - W.6.4
  - SL.6.1-2
  - SL.6.4-5
  - L.6.1-4
- Grade 7
  - RI.7.4,7
  - 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
# JA It’s My Future

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Key Learning Objectives</th>
<th>Common Core ELA</th>
<th>Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: My Brand</strong></td>
<td><strong>Objectives:</strong></td>
<td>Grade 6</td>
<td>Career Readiness</td>
</tr>
<tr>
<td>Through interviews, self-</td>
<td>- Recognize that the choices they make</td>
<td>SL.6.1,2,5</td>
<td>• Personal awareness</td>
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<tr>
<td>reflection, and creation of a</td>
<td>in middle school can have a direct</td>
<td>L.6.1,4</td>
<td>• Creativity and innovation</td>
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<tr>
<td>personal logo, students explore</td>
<td>impact now and in the future</td>
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<tr>
<td>the importance of building a</td>
<td>Identify corporate and personal brands</td>
<td>Grade 7</td>
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<tr>
<td>positive personal brand for the</td>
<td>that represent positive reputations</td>
<td>SL.7.1</td>
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<tr>
<td>future, starting in middle school.</td>
<td>Design a logo as part of expressing a personal brand</td>
<td>L.7.1,3,4</td>
<td></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Grade 8</td>
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<tr>
<td>The students will:</td>
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<td>SL.8.1</td>
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<tr>
<td>▪ Recognize that the choices they</td>
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<td>L.8.1,4</td>
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<tr>
<td>make in middle school can have a</td>
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<td>direct impact now and in the</td>
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<td>future</td>
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<tr>
<td>▪ Identify corporate and personal</td>
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<td>Grade 6</td>
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<td>brands that represent positive</td>
<td></td>
<td>SL.6.1</td>
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<td>reputations</td>
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<td>L.6.1,4</td>
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<tr>
<td>▪ Design a logo as part of</td>
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<td>Grade 7</td>
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<td>expressing a personal brand</td>
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<td>SL.7.1</td>
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<td><strong>Grade 6</strong></td>
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<td>L.7.1,3,4</td>
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<td><strong>Grade 7</strong></td>
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<td>Grade 8</td>
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<td><strong>Grade 8</strong></td>
<td></td>
<td>SL.8.1</td>
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<tr>
<td><strong>Session Two: Career Clusters</strong></td>
<td><strong>Objectives:</strong></td>
<td></td>
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<tr>
<td>Students explore career clusters</td>
<td>- Examine career clusters and the jobs in each cluster that they would like to</td>
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<td>and identify jobs for additional</td>
<td>further explore</td>
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<td>research. They also recognize the</td>
<td>Understand the interconnectivity and value of all types of jobs</td>
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<tr>
<td>value of and need for all jobs.</td>
<td></td>
<td>Grade 6</td>
<td>Career Readiness</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RL.6.2,7</td>
<td>• Career literacy</td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
<td>SL.6.1</td>
<td>• Initiative and self-direction</td>
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<tr>
<td>▪ Examine career clusters and the</td>
<td></td>
<td>L.6.3,4</td>
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<td>jobs in each cluster that they</td>
<td></td>
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<td>would like to further explore</td>
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<td>Grade 7</td>
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<td>▪ Understand the interconnectivity</td>
<td></td>
<td>RL.7.2,4</td>
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<tr>
<td>and value of all types of jobs</td>
<td></td>
<td>SL.7.1,2</td>
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<td><strong>Grade 7</strong></td>
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<td>L.7.1,3,4</td>
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<td><strong>Grade 8</strong></td>
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<td>Grade 8</td>
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<td><strong>Grade 8</strong></td>
<td></td>
<td>RL.8.2,4</td>
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<tr>
<td><strong>Session Three: High-Growth</strong></td>
<td><strong>Objectives:</strong></td>
<td>Grade 6</td>
<td>Career Readiness</td>
</tr>
<tr>
<td>Careers**</td>
<td>- Recognize the four factors to consider in choosing a job</td>
<td>RL.6.1,2,4</td>
<td>• Career literacy</td>
</tr>
<tr>
<td>Students learn the four factors</td>
<td>- Describe industries that are forecasted to have high growth</td>
<td>W.6.1,4,7</td>
<td>• Initiative and self-direction</td>
</tr>
<tr>
<td>to consider in choosing a job</td>
<td></td>
<td>SL.6.1,2,5</td>
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<td>and they take a close look at</td>
<td></td>
<td>L.6.1,3,4</td>
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<tr>
<td>some high-growth career fields.</td>
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<td>Grade 7</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RL.7.1,2,4</td>
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<tr>
<td>The students will:</td>
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<tr>
<td>▪ Recognize the four factors to</td>
<td></td>
<td>SL.7.1,2,5</td>
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<td>consider in choosing a job</td>
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<td>L.7.1,3,4</td>
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<td>▪ Describe industries that are</td>
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<td>Grade 8</td>
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<td>forecasted to have high growth</td>
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<td><strong>Grade 8</strong></td>
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<td>W.8.2,4,7</td>
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<td><strong>Grade 8</strong></td>
<td></td>
<td>SL.8.1,2,4,5</td>
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<tr>
<td><strong>Session Four: Career Mapping</strong></td>
<td><strong>Objectives:</strong></td>
<td>Grade 6</td>
<td>Career Readiness</td>
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<tr>
<td>Students explore how to use life</td>
<td>- Identify work skills already developed</td>
<td>RL.6.1</td>
<td>• Initiative and self-direction</td>
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<td>experiences to develop work skills</td>
<td>from experiences and activities</td>
<td>SL.6.1</td>
<td>• Ethics and integrity</td>
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<tr>
<td>and how to map a path to employment</td>
<td>Plan significant markers they need to reach to earn a particular job</td>
<td>L.6.4</td>
<td>• Time management</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Grade 7</td>
<td>• Career literacy</td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
<td>RL.7.1,4</td>
<td>• Self-advocacy</td>
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<tr>
<td>▪ Identify work skills already</td>
<td></td>
<td>W.7.2,4</td>
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<td>developed from experiences and</td>
<td></td>
<td>SL.7.1,2</td>
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<td>activities</td>
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<td>Grade 8</td>
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<td>▪ Plan significant markers they</td>
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<td>RL.8.1,4</td>
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<td>need to reach to earn a particular</td>
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<td>job</td>
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<td>SL.8.1</td>
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## JA It’s My Future

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<tr>
<td><strong>Session Five: On the Hunt</strong></td>
<td>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.</td>
<td><strong>Objectives:</strong></td>
<td><strong>Career Readiness</strong></td>
</tr>
<tr>
<td></td>
<td>The students will:</td>
<td>- Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing</td>
<td>- Initiative and self-direction</td>
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<td>- Analyze where to look for a job</td>
<td>- Understand the importance of keeping a record of vital information</td>
<td>- Time management</td>
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<td></td>
<td>- Understand the importance of keeping a record of vital information</td>
<td></td>
<td>- Self-advocacy</td>
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<td></td>
<td>- Career literacy</td>
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<td></td>
<td>Grade 6</td>
<td>RI.6.1,2,4,7</td>
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<td>SL.6.1</td>
<td>L.6.4</td>
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<td></td>
<td><strong>Grade 7</strong></td>
<td>RI.7.1</td>
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<td>SL.7.1</td>
<td>L.7.1,3,4</td>
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<td><strong>Grade 8</strong></td>
<td>RI.8.1</td>
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<td>W.8.7</td>
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<td>SL.8.1,2</td>
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<td>L.8.4</td>
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<tr>
<td><strong>Session Six: How to Keep (or Lose) a Job</strong></td>
<td>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.</td>
<td><strong>Objectives:</strong></td>
<td><strong>Career Readiness</strong></td>
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<td></td>
<td>The students will:</td>
<td>- Differentiate between technical skills and soft skills</td>
<td>- Personal responsibility and self-management</td>
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<td></td>
<td>- Describe specific soft skills they already possess and those they need to practice</td>
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<td>- Personal awareness</td>
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<td>- Collaboration and teamwork</td>
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<td></td>
<td>Grade 6</td>
<td>RI.6.1,2,4,7</td>
<td>- Communication</td>
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<tr>
<td></td>
<td>W.6.2,4,7</td>
<td>SL.6.1</td>
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<td>L.6.1,3,4</td>
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<td><strong>Grade 7</strong></td>
<td>RI.7.1,2,4,7</td>
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<td>W.7.2,4,7</td>
<td>SL.7.1,5</td>
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<td>L.7.1,3,4</td>
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<td><strong>Grade 8</strong></td>
<td>RI.8.1,2,4,5</td>
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<td>W.8.2,4,7</td>
<td>SL.8.1,2,4,5</td>
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<td>L.8.4</td>
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## JA It’s My Future Blended Model

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
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</thead>
<tbody>
<tr>
<td><strong>Session One: My Brand</strong>&lt;br&gt;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.</td>
<td><strong>Career Readiness</strong>&lt;br&gt;• Personal awareness&lt;br&gt;• Creativity and innovation</td>
<td><strong>Grade 6</strong>&lt;br&gt;RL.6.4&lt;br&gt;RL.6.7&lt;br&gt;SL.6.1-2&lt;br&gt;SL.6.4-5&lt;br&gt;L.6.1-6&lt;br&gt;<strong>Grade 7</strong>&lt;br&gt;RL.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;<strong>Grade 8</strong>&lt;br&gt;RL.8.4&lt;br&gt;SL.8.1-2&lt;br&gt;SL.8.4-5&lt;br&gt;L.8.1-6</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Describe the elements of a brand&lt;br&gt;• Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career&lt;br&gt;• Design a logo that expresses their personal brand</td>
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<tr>
<td><strong>Session Two: Career Paths and Clusters</strong>&lt;br&gt;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.</td>
<td><strong>Career Readiness</strong>&lt;br&gt;• Career literacy&lt;br&gt;• Initiative and self-direction</td>
<td><strong>Grade 6</strong>&lt;br&gt;RL.6.1,4,7&lt;br&gt;SL.6.1-2&lt;br&gt;SL.6.4-5&lt;br&gt;L.6.1-6&lt;br&gt;<strong>Grade 7</strong>&lt;br&gt;RL.7.1,4&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;RL.8.1&lt;br&gt;RL.8.4&lt;br&gt;SL.8.1-2&lt;br&gt;SL.8.4&lt;br&gt;L.8.1-6</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Define careers cluster.&lt;br&gt;• Identify jobs in specific career clusters to explore further&lt;br&gt;• Recognize the interconnectivity and value of all types of jobs</td>
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<tr>
<td><strong>Session Three: High-Growth Careers</strong>&lt;br&gt;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.</td>
<td><strong>Career Readiness</strong>&lt;br&gt;• Career literacy&lt;br&gt;• Initiative and self-direction&lt;br&gt;• Adaptability and flexibility</td>
<td><strong>Grade 6</strong>&lt;br&gt;RL.6.1,4,7&lt;br&gt;SL.6.1-2&lt;br&gt;L.6.1-6&lt;br&gt;<strong>Grade 7</strong>&lt;br&gt;RL.7.1&lt;br&gt;RL.7.4&lt;br&gt;SL.7.1-2&lt;br&gt;L.7.1-6&lt;br&gt;<strong>Grade 8</strong>&lt;br&gt;RL.8.1&lt;br&gt;RL.8.4&lt;br&gt;SL.8.1-2&lt;br&gt;L.8.1,3,4</td>
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<tr>
<td>Session Details</td>
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<td>Common Core ELA</td>
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<tr>
<td><strong>Session Four: Career Mapping</strong></td>
<td>Career Readiness</td>
<td>Grade 6</td>
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</tbody>
</table>
| Students see how early experiences can build transferable skills that contribute to future job success. They look at the lives of celebrities, focusing on the life experiences that led to their success. They learn about career maps by examining a sample and then create their own. | • Initiative and self-direction  
• Ethics and integrity  
• Time management  
• Career literacy  
• Self-advocacy | RL.6.4.7  
W.6.4  
SL.6.1-2  
SL.6.4-5  
L.6.1-6 |
| **Objectives:**                             |                    | Grade 7         |
| The students will be able to:               | Career Readiness   | RL.7.4          |
| ▪ Identify jobs in specific career clusters that they would like to explore further | • Initiative and self-direction  
• Time management  
• Self-advocacy  
• Career literacy | W.7.4  
SL.7.1-2  
SL.7.4-5  
L.7.1-6 |
| ▪ Plan significant milestones they need to reach to earn a particular job | | SL.8.1-2  
SL.4-5  
L.8.1-6 |
| **Session Five: On the Hunt**               | Career Readiness   | Grade 8         |
| Students are introduced to the basics of looking, applying, and interviewing for a job. They learn the fundamentals of creating a resume and engage in a simulation in which they identify appropriate skills for various jobs and decide on where to highlight those skills on a resume. | • Initiative and self-direction  
• Time management  
• Self-advocacy  
• Career literacy | RL.8.4  
W.8.4  
SL.8.1-2  
SL.4-5  
L.8.1-6 |
| **Objectives:**                             |                    | Grade 6         |
| The students will be able to:               | Career Readiness   | RL.6.1.4,7      |
| ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references | • Initiative and self-direction  
• Time management  
• Self-advocacy  
• Career literacy | SL.6.1-2  
SL.7.4  
L.6.1-6 |
| ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. | | L.7.1-4 |
| ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. | | SL.8.1-2  
SL.8.4  
L.8.1-4 |
| **Session Six: Soft Skills**                | Career Readiness   | Grade 6         |
| 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. | • Personal responsibility and self-management  
• Personal awareness  
• Collaboration and teamwork  
• Communication | RL.6.4.7  
SL.6.1-2  
SL.6.4-5  
L.6.1-6 |
| **Objectives:**                             |                    | Grade 7         |
| The students will be able to:               | Career Readiness   | RL.7.4          |
| ▪ Define and differentiate between technical skills and soft skills | • Personal responsibility and self-management  
• Personal awareness  
• Collaboration and teamwork  
• Communication | SL.7.1-2  
SL.7.4-5  
L.7.1-6 |
| ▪ Identify specific soft skills they already possess and those they need to improve | | SL.8.1-2  
SL.8.4-5  
L.8.1-6 |