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own their economic success®

A Correlation: New York Academic Standards and Junior Achievement Middle School Programs

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[Learning Standards for Career Development and
Occupational Studies](#)

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 Learning Standards of New York State, including the Learning Standards for Career Development and Occupational Studies, in addition to the Common Core English Language Arts (ELA) and Mathematics standards.

Often, Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, 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

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Academic Standards
<p>Session One: Mirror, Mirror</p> <p>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.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge ▪ Apply their skills, interests, and values to help determine a potential career path 	<p>Grade 6 RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p>Grade 7 RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.2,4 SL.8.1 L.8.1,3,4</p>	<p>NA</p>	<p>Social Studies Practices Grade 6 F.1</p> <p>Grade 7-8 E.1 F.1</p> <p>Career Development Intermediate 1.1 3a.1</p>
<p>Session Two: Be a Success</p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal-setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	<p>Grade 6 RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS..3 6.NS.C.5</p>	<p>Social Studies Practices Grade 6 E.1</p> <p>Grade 7-8 E.1 F.1</p> <p>Career Development Intermediate 1.1 2.1</p>
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers ▪ Define the term income and differentiate between gross and net income ▪ Name ways to balance a budget 	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>	<p>Social Studies Practices Grade 6 A.1 A.2 E.1</p> <p>Grade 7-8 E.1 F.1</p> <p>Career Development Intermediate 3a.2-4</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Academic Standards
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the differences between debit and credit cards ▪ Explain the advantages and disadvantages of both cards ▪ Recognize the importance of taking personal responsibility for financial decisions 	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>	<p>Social Studies Practices Grade 6 E.2</p> <p>Grade 7-8 E.1 F.1 E.2</p> <p>Career Development Intermediate 3a.7</p>
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score ▪ Explain actions that cause a credit score to go up or down 	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p>	<p>Social Studies Practices Grade 6 F.8</p> <p>Grade 7-8 E.1 F.2</p>
<p>Session Six: What's the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk ▪ Explain how insurance provides a method to minimize financial risk ▪ Identify the opportunity cost of having insurance ▪ Assess how personal responsibility plays a part in minimizing risk 	<p>Grade 6 SL.6.1 L.6.1,3,4</p> <p>Grade 7 SL.7.1 L.7.1,3,4</p> <p>Grade 8 SL.8.1 L.8.1,3,4</p>	<p>NA</p>	<p>Social Studies Practices Grade 6 F.8</p> <p>Grade 7-8 E.1</p>

JA Global Marketplace Blended Model

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer ▪ Identify what a customer gains from an exchange with a business ▪ Define ethics and ethical dilemma (Deeper Look) ▪ Identify the stakeholders of a business. Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look) 	<p>Grade 6 Social Studies A 5. Identify implicit ideas and draw inferences, with support. B.8. Identify the relationships of patterns of continuity and change to larger historical processes and themes.</p> <p>Grade 7 Social Studies A 5. Make inferences and draw general conclusions from evidence. B.8 Identify patterns of continuity and change as they relate to larger historical process and themes.</p> <p>Grade 8 Social Studies A 5. Make inferences and draw general conclusions from evidence. B.8 Relate patterns of continuity and change to larger historical process and themes.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>	NA
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers' needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to take into account their customers' cultural differences in order to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Grade 6 Social Studies D.4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies (in the Eastern Hemisphere.)</p> <p>Grade 7 Social Studies D.4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</p> <p>Grade 8 Social Studies D.5. Characterize and analyze changing interconnections between places and regions.</p>	<p>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</p> <p>Grade 7 RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>	NA

JA Global Marketplace Blended Model

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade ▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade 	<p>Grade 6 Social Studies E. 1. Explain how scarcity necessitates decision making. E.2. Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.</p> <p>Grade 7 Social Studies E 1. Explain how economic decisions affect the well-being of individuals, businesses, and society. E 2. Identify examples of buyers and sellers in product, labor, and financial markets.</p> <p>Grade 8 Social Studies E.1. Explain how economic decisions affect the well-being of individuals, businesses, and society. E 2. Explain the roles of buyers and sellers in product, labor, and financial markets.</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>	<p>Mathematical Practices 2-3 6-7</p>
<p>Session Four: Why Countries Specialize</p> <p>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.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>Grade 6 Social Studies D 1. Use location terms and geographic representations...to describe where places in (the Eastern Hemisphere) are in relation to each other, to describe connections between places.... E 4. Examine the role of job specialization and trade historically and during contemporary times (in the Eastern Hemisphere.)</p> <p>Grade 7 Social Studies A.1. Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence. D 1. Use location terms and geographic representations, to describe where places (in early United States history) were in relation to each other, to describe connections among places.</p> <p>Grade 8 Social Studies D. 1. Use location terms and geographic representations... to describe where places are in relation to each other and connections between places... A 1. Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-4 L.6.6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4 L.7.6</p> <p>Grade 8 RI.8.1 RI.6.4 SL.8.1-2 L.8.1 L.8.3-4 L.8.6</p>	<p>Grade 6 6.NSA.3 6.RP.3</p> <p>Grade 7 7.RP.2 7.NS.3</p> <p>Mathematical Practices 1- 2 4-7</p>

JA Global Marketplace Blended

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify examples of trade barriers ▪ Analyze the consequences of trade barriers on businesses, employees, and customers ▪ Explain why balance of trade matters to businesses, customers, and employees 	<p>Grade 6 Social Studies Practices E.6. Describe government decisions that affect economies in case studies (from the Eastern Hemisphere.) C.4. Identify how the relationship between geography, economics, and history helps to define a context for events (in the study of the Eastern Hemisphere.)</p> <p>Grade 7 Social Studies E 6. Explain how government policies affected the economies (in colonial and early United States history.) C 4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States.</p> <p>Grade 8 Social Studies E 6. Explain how government policies affect the economy. C 4. Describe the relationship between geography, economics, and history as a context for events and movements in the United States.</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7. 4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>	<p>Mathematical Practices 2-3 6-7</p>
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define currency and exchange rate ▪ Recognize that different countries have different forms of currency ▪ Recognize that each currency has a different value, which is determined through a variable exchange rate 	<p>Grade 6 Social Studies E 2. Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.</p> <p>Grade 7 Social Studies E 2. Identify examples of buyers and sellers in product, labor, and financial markets.</p> <p>Grade 8 Social Studies E 2. Explain the roles of buyers and sellers in product, labor, and financial markets</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>	<p>Grade 6 6.RP.3 6.EE.4 6.NS.3</p> <p>Grade 7 7.RP.2 7.NS.3</p> <p>Mathematical Practices 1-7</p>

<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages ▪ Express specific steps that would need to be taken to obtain work in another country ▪ Recognize the value of a second language for future job opportunities 	<p>Career Development</p> <p>1. 1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <p>3a.2 Use ideas and information to make decisions and solve problems related to accomplishing a task.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1.4 W.8.4 SL.8.1-2 L.8.1-6</p>	<p>NA</p>
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JA It's My Business!

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Academic Standards
<p>Session One: I Am an Entrepreneur</p> <p>Students identify entrepreneurial businesses and characteristics common to entrepreneurs.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship ▪ Identify four key entrepreneurial characteristics ▪ Recognize personal entrepreneurial characteristics 	<p>RI.6.1-2 RI.6.4 RI.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 SL.8.1-5 L.8.1-5</p>	<p>NA</p>	<p>Family and Consumer Science 3.1 (e)</p> <p>Career Development 1.1(b)</p>
<p>Session Two: I Can Change the World</p> <p>Students consider customer needs to brainstorm a product design.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe how entrepreneurs fill a market need ▪ Discuss the role of market research in determining market need and competitive advantage 	<p>RI.6.1-2 RI.6.4 RI.6.7-8 W.6.1-2 W.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 W.7.1-2 W.7.6-8 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 W.8.1-2 W.8.7-9 SL.8.1-5 L.8.1-5</p>	<p>Grade 6 CC.2.1.6.D.1 CC.2.3.6.A.1</p> <p>Grade 7 CC.2.1.7.D.1 CC.2.3.7.A.1</p> <p>Grade 8 CC.2.3.8.A.2</p>	<p>Family and Consumer Science 3.1 (d)</p> <p>Economics and Economic Systems 7-8 E.2</p>
<p>Session Three: I Know My Customer</p> <p>Students create advertising ideas for products.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Create effective advertisements for a variety of businesses 	<p>RI.6.1-2 RI.6.4 RI.6.7-8 W.6.1-2 W.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 W.7.1-2 W.7.6-8 SL.7.1-5 L.7.1-6</p>	<p>NA</p>	<p>Family and Consumer Science 3.1 (b)</p> <p>Career Development 3.a.3 3.a.6</p>

JA It's My Business!

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Academic Standards
<p>Session Four: I Have an Idea Students participate in an auction.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize how being creative and innovative are necessary entrepreneurial skills for starting a business ▪ Verbally defend their decisions 	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 RI.8.1-4 RI.8.7-8 SL.8.1-5 L.8.1-5	<p>Grade 6 CC.2.1.6.E.2</p> <p>Grade 7 CC.2.2.7.B.3</p>	<p>Family and Consumer Science 3.1 (b)</p>
<p>Session Five: I See a Need Students develop a business plan.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Analyze how entrepreneurs use their knowledge and abilities to create businesses ▪ Develop business plans based on set criteria 	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 RI.8.1-4 RI.8.7-8 SL.8.1-5 L.8.1-5	NA	<p>Career Development 3a.2 3.a.4 3.a.7</p>
<p>Session Six: Celebrate Entrepreneurs! Students identify their entrepreneurial characteristics.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify characteristics they share with entrepreneurs ▪ Create a personal entrepreneur profile 	RI.6.1-2 RI.6.4 RI.6.7-8 W.6.1-2 W.6.7-8 SL.6.1-5 L.6.1-6 RI.7.1-4 RI.7.7-10 W.7.1-2 W.7.6-8 SL.7.1-5 L.7.1-6 RI.8.1-4 RI.8.7-8 W.8.1-2 W.8.7-9 SL.8.1-5 L.8.1-5	NA	<p>Career Development 1.1 (b)</p>

JA It's My Business! Blended Model

Session Details	Academic Standards	Common Core ELA
<p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship ▪ Describe the relationship between a business and its products and service ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves 	<p>Family and Consumer Science 3.1 (e) Identify their own abilities and interests as possible guides to career choice.</p> <p>Career Development 1.1(b) Demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.</p> <p>Economics and Economic Systems 7-8. E.1 Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 RI.7.7 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1-5</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define market and need ▪ Explain the importance of identifying market and need when developing new product or service ideas 	<p>Family and Consumer Science 3.1 (d) Understand how working contributes to a quality living environment.</p> <p>Economics and Economic Systems 7-8 E.2 Identify examples of buyers and sellers in product, labor, and financial markets.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-5</p>
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation, and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea 	<p>Family and Consumer Science 3.1 (b) Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources .</p> <p>Career Development 3.a.3 Demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

<p>Session Four: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Represent a product idea and its features by using rough sketches and drawings ▪ Recognize sketches as an important first step in the prototype process 	<p>Family and Consumer Science 3.1 (b) Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources .</p> <p>Career Development 3.a.7 Understand the material, human, and financial resources needed to accomplish tasks and activities. 3a.2 Evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-5</p>
<p>Session Five: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process ▪ Describe multiple types of survey questions 	<p>Economics and Economic Systems 7-8.E.3.1 Describe the role of competition in the determination of prices and wages in a market economy.</p> <p>Career Development 3.a.4 Demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision. 3.a.6 Select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5</p>
<p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements that make a strong pitch presentation ▪ Work together to create and deliver a product pitch for potential funding 	<p>Family and Consumer Science 3.1 (b) Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.</p> <p>Career Development 3.a.4 Demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision. 3.a.6 Select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

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Session Descriptions	Key Learning Objectives	Common Core ELA	Academic Standards-Career Development
<p>Session One: My Brand</p> <p>Through interviews, self- reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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 	<p>L. 6.1 L.6.4 SL. 6.1-2</p> <p>L. 7.1 L.7.4 SL. 7.1-2</p> <p>L. 8.1 L.8.4 SL. 8.1-2</p>	<p>1.1</p>
<p>Session Two: Career Clusters</p> <p>Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all jobs.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ 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 	<p>L.6.4 SL. 6.1 L.7.4</p> <p>SL. 7.1</p> <p>L.8.4 SL. 8.1</p>	<p>1.1 (b)</p>
<p>Session Three: High-Growth Careers</p> <p>Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the four factors to consider in choosing a job ▪ Describe industries that are forecasted to have high growth 	<p>RI. 6.1 L. 6.1 L. 6..3-4 SL. 6.1 SL. 6.5</p> <p>RI. 7.1 L. 7.1 L. 7.3-4 SL. 7.1 SL. 7.5</p>	<p>1.1 (c,d)</p>
<p>Session Four: Career Mapping</p> <p>Students explore how to use life experiences to develop work skills and how to map a path to employment goals.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify work skills already developed from experiences and activities ▪ Plan significant markers they need to reach to earn a particular job 	<p>RI. 6.1 SL. 6.1</p> <p>RI. 7.1 SL. 7.1</p> <p>RI. 8.1 SL. 8.1</p>	<p>1.1 (e)</p>

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Session Descriptions	Key Learning Objectives	Common Core ELA	Academic Standards-Career Development
<p>Session Five: On the Hunt</p> <p>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.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing ▪ Analyze where to look for a job ▪ Understand the importance of keeping a record of vital information 	<p>RI. 6.1 L.6.4 SL. 6.1</p> <p>RI. 7.1 L.7.4 SL. 7.1</p> <p>RI. 8.1 L.8.4 SL. 8.1</p>	<p>3a.6</p>
<p>Session Six: How to Keep (or Lose) a Job</p> <p>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.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Differentiate between technical skills and soft skills ▪ Describe specific soft skills they already possess and those they need to practice 	<p>L.6.4 SL. 6.1 RI. 6.1 W.6.2,4</p> <p>L.7.4 SL. 7.1 RI. 7.1 W.7.2,4</p> <p>L.8.4 SL. 8.1 RI. 8.1 W.8.2 W.8.4</p>	<p>3a.3 3a.4</p>

JA It's My Future Blended Model

Session Details	Academic Standards	Common Core ELA
<p>Session One: My Brand</p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career ▪ Design a logo that expresses their personal brand 	<p>Career Development 1.1 (c) understand the relationship of personal interests, skills, and abilities to successful employment.</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define careers cluster. ▪ Identify jobs in specific career clusters to explore further ▪ Recognize the interconnectivity and value of all types of jobs 	<p>Family and Consumer Science 3.1 Identify their own abilities and interests as possible guides to career choice.</p> <p>Career Development 1.1 (b) Demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>
<p>Session Three: High-Growth Careers</p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high-growth rates ▪ Consider a variety of factors when selecting a career 	<p>Family and Consumer Science 3.1 Understand how working contributes to a quality living environment.</p> <p>Career Development 1.1(c) Understand the relationship of personal interests, skills, and abilities to successful employment. 1.1 (d) Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 L.8.1,3,4</p>

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Session Details	Academic Standards	Common Core ELA
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to explore further ▪ Plan significant milestones they need to reach to earn a particular job 	<p>Family and Consumer Science</p> <p>3.1 Set short-and long-term career goals and take some steps toward those goals.</p> <p>3.1 Analyze their involvement in school and community activities to develop an inventory of experiences and abilities related to career interests.</p> <p>Career Development</p> <p>1.1 (e) Understand the relationship of personal choices to future career decisions.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basics of looking for, and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. 	<p>Family and Consumer Science</p> <p>3.1 Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources.</p> <p>Career Development</p> <p>3.a.6 Select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define and differentiate between technical skills and soft skills ▪ Identify specific soft skills they already possess and those they need to improve 	<p>Family and Consumer Science</p> <p>3.1 Apply decision making, problem solving, and management skills in everyday situations.</p> <p>Career Development</p> <p>3.a.3 Demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.</p> <p>3.a.4 Demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

