



empowering young people to
own their economic success®

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

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

JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Kentucky 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>Vocational Studies</p> <p>2.30 4.4</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>Vocational Studies</p> <p>2.30 2.36 4.4</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>Vocational Studies</p> <p>2.33 2.36 2.37</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Kentucky 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>Vocational Studies</p> <p>2.30 2.33</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>Vocational Studies</p> <p>2.30 2.33</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>Vocational Studies</p> <p>2.30</p>

JA Global Marketplace Blended Model

Session Details	Kentucky 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 	<p>Social Studies</p> <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations</p> <ul style="list-style-type: none"> ▪ Evaluate how availability of technology, resources and knowledge causes places and regions in the present day to change. 	<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>Social Studies</p> <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements. <p>2.17 Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.</p> <ul style="list-style-type: none"> ▪ Explain how communications between groups can be influenced by cultural differences. 	<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	Kentucky 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>Social Studies</p> <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations</p> <ul style="list-style-type: none"> ▪ Evaluate how availability of technology, resources and knowledge causes places and regions in the present day to change. <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements. <p>2.17 Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.</p> <ul style="list-style-type: none"> ▪ Explain how communications between groups can be influenced by cultural differences. 	<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>Social Studies</p> <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations</p> <ul style="list-style-type: none"> ▪ Evaluate how availability of technology, resources and knowledge causes places and regions in the present day to change. <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements. <p>2.17 Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.</p> <ul style="list-style-type: none"> ▪ Explain how communications between groups can be influenced by cultural differences. 	<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 Model

Session Details	Kentucky 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>Social Studies</p> <p>2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <ul style="list-style-type: none"> ▪ Explain how democratic governments of the present day function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting and enforcing appropriate rules and laws. 	<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>Social Studies</p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> ▪ Explain how money can be used to express the market value of goods and services. ▪ Describe the relationship between money and ease of trading, borrowing, investing and saving. 	<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 <p>Recognize the value of a second language for future job opportunities</p>	<p>Social Studies</p> <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <ul style="list-style-type: none"> ▪ Analyze how factors impact human migration today. <p>Vocational Studies</p> <p>2.36 Students use strategies for choosing and preparing for a career.</p> <ul style="list-style-type: none"> ▪ Evaluate how jobs/careers reflect both individual and societal needs and vary within communities and regions. <p>2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.</p>	<p>Grade 6 RI.6.1,4,7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1,4 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>

JA It's My Business! Blended Model

Session Details	Kentucky 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>Social Studies, Economics</p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> ▪ Analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors). <p>2.36 Students use strategies for choosing and preparing for a career.</p> <ul style="list-style-type: none"> ▪ Analyze how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices. 	<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>Social Studies, Economics</p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> ▪ Analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors). <p>Vocational Studies</p> <p>2.33 Students demonstrate the skills to evaluate and use services and resources available in their community by</p> <ul style="list-style-type: none"> ▪ developing criteria to evaluate consumer's buying practices that are influenced by peer pressure, desire for status and advertising techniques 	<p>Grade 6 RI.6.1,4,7 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>Social Studies</p> <p>7-2.18 Demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources.</p> <p>Vocational Studies</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <ul style="list-style-type: none"> • Demonstrate how communication skills are essential in seeking and maintaining jobs/careers by • identifying effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills 	<p>Grade 6 RI.6.1,4,7 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>

JA It's My Business! Blended Model

Session Details	Kentucky Academic Standards	Common Core ELA
<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>Vocational Studies</p> <p>2.37 Explain how effective verbal and nonverbal communication skills impacts work-related situations.</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <ul style="list-style-type: none"> • Explain how jobs/careers (e.g., Physical Therapist, Radio and Television Broadcaster, Web Designer) have been created as a result of scientific and technological advancements. 	<p>Grade 6 RI.6.1.4,7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1.4,7 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>Social Studies, Economics</p> <p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <ul style="list-style-type: none"> • Analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors). <p>Vocational Studies</p> <p>2.33 Students demonstrate the skills to evaluate and use services and resources available in their community by</p> <ul style="list-style-type: none"> • developing criteria to evaluate consumer's buying practices that are influenced by peer pressure, desire for status and advertising techniques 	<p>Grade 6 RI.6.4,7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4,7 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 L.8.1-5</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 <p>Work together to create and deliver a product pitch for potential funding</p>	<p>Vocational Studies</p> <p>2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.</p> <ul style="list-style-type: none"> • Develop financial goals for the future based on one's lifestyle expectations and career choices. <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <ul style="list-style-type: none"> • Examine how communication skills are essential in seeking and maintaining jobs/careers by using different formats to summarize and communicate orally and in written form for use in the classroom and the workplace. 	<p>Grade 6 RI.6.4,7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p>Grade 7 RI.7.4,7 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>

JA It's My Future Blended Model

Session Details	Kentucky 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>Vocational Studies</p> <p>4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <ul style="list-style-type: none"> • Examine how communication skills are essential in seeking and maintaining jobs/careers by using different formats to summarize and communicate orally and in written form for use in the classroom and the workplace. • Analyze how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices. 	<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>Vocational Studies</p> <p>2.36 Students use strategies for choosing and preparing for a career.</p> <ul style="list-style-type: none"> • Explain why people need to work. • Evaluate how jobs/careers reflect both individual and societal needs and vary within communities and regions by: comparing and contrasting the many factors that must be considered when selecting and preparing for employment or a career path. • Describe how job and career opportunities are grouped within career clusters. • Analyze why people need to work to meet basic needs and for personal satisfaction and enjoyment by: comparing and contrasting the many factors that must be considered when selecting and preparing for employment or a career path. 	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1,4 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>Vocational Studies</p> <p>2.36 Students use strategies for choosing and preparing for a career.</p> <ul style="list-style-type: none"> • Describe why attaining academic skills are important in both school and the workplace by: researching career choices through the use of technology. • Analyze how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices. 	<p>Grade 6 RI.6.1,4,7 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	Kentucky Academic Standards	Common Core ELA
<p>Session Four: Career Mapping</p> <p>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.</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>Vocational Studies</p> <p>1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.</p> <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <ul style="list-style-type: none"> • Describe a range of academic skills acquired in school and explain how these skills impact job success and future career opportunities. • Develop an educational plan that can impact their future career opportunities. • Explain how attitudes and work habits transfer from the home and school to the workplace. • Analyze the direct relationship of academic/technical skills, extracurricular activities, and community experiences to career preparation. 	<p>Grade 6 RI.6.4,7 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, 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.</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>Vocational Studies</p> <p>2.36 Students use strategies for choosing and preparing for a career by:</p> <ul style="list-style-type: none"> • identifying available resources to locate job openings in the community <p>2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.</p> <ul style="list-style-type: none"> • Evaluate how interpersonal skills impact individual's career choice and success in the workplace by: identifying effective group interaction strategies to develop team skills and • identifying resources and experiences that can be used for locating job and career information 	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8 RI.8.1,4 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>Vocational Studies</p> <p>6-2.37 Students demonstrate skills and work habits that lead to success in future schooling and work by:</p> <ul style="list-style-type: none"> • demonstrating how working cooperatively with people of diverse backgrounds and abilities is important to achieve success in the workplace • explaining the importance of working cooperatively with others by contributing ideas, suggestions and efforts to complete a task • explaining the importance of working cooperatively with others by contributing ideas, suggestions and efforts to complete a task • identifying effective group interaction strategies (e.g., communicating effectively, conflict resolution, compromise) to develop team skills • Explain how effective verbal and nonverbal communication skills impacts work-related situations. • Analyze how self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path and that unique interests may lead to career choices. 	<p>Grade 6 RI.6.4,7 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>
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