



empowering young people to
own their economic success®

**A Correlation:
WISCONSIN
Academic Standards and
Junior Achievement
Middle School Programs**

Updated November 2021

[Wisconsin 2018 Revised Social Studies Standards](#)
[Family and Consumer Science](#)
[Personal Financial Literacy](#)
[WCCTS Career Development](#)

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Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

In this document, Junior Achievement programs are correlated to the revised Wisconsin Social Studies Standards and standards for Family and Consumer Science, Personal Financial Literacy, and Career Development, as well as the Common Core State Standards in English/ Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

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*](#)[®] Blended Model provides middle school students an opportunity to experience the initial steps necessary to start a business. New program content provides an authentic entrepreneurial experience for students, with each session building up to a product-pitch competition

[*JA It's My Future*](#)[®] Blended Model offers middle school students' practical information to help prepare them for the working world. Students develop the personal-branding and job-hunting skills needed to earn a job.

[*JA Inspire*](#)[™] is more than a career fair, it brings together the business community and local schools and is designed to help launch middle school students into their futures: high school, college, and careers beyond. (Grades 6-8)

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

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

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

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

JA Economics for Success

Session Descriptions	Academic Standards	Personal Financial Literacy WCCTS Career Development Standards	Common Core ELA	Common Core Math
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p>Objectives:</p> <p>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>Behavioral Sciences</p> <p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p>	<p>WCCTS</p> <p>CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p>	<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>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>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>NA</p>	<p>Personal Finance Literacy</p> <p>FM2.a.m Analyze different cultural perspectives and behaviors regarding financial values and goals across communities.</p>	<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>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>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>Economics</p> <p>SS.Econ1.a.m Predict the opportunity costs of various decisions.</p> <p>SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.</p>	<p>Personal Finance Literacy</p> <p>EE1.b.m Evaluate specific examples of intrinsic and extrinsic rewards for a specific career (e.g., salary, flexibility, family time, or goodwill).</p> <p>Compare and contrast employment choices based on intrinsic and extrinsic factors (e.g., salary, flexibility, family time, or goodwill).</p>	<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>

JA Economics for Success

Session Descriptions	Academic Standards	Personal Financial Literacy WCCTS Career Development Standards	Common Core ELA	Common Core Math
<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>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>Economics</p> <p>SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.</p>	<p>Personal Financial Literacy</p> <p>FM1.b.m Differentiate between the functions of money as a medium of exchange (e.g., money accepted in exchange for goods or services), store of value (e.g., retention of money’s value for future exchanges), and a unit of account (e.g., stated unit of measurement to simplify transactional exchanges in contrast to bartering).</p>	<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>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>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>NA</p>	<p>Personal Finance Literacy</p> <p>CD2.c.m Research ways that a person can regain a lender’s trust after losing or damaging a borrowed personal property.</p> <p>Compare the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation.</p> <p>Explain why and how credit reports are developed.</p> <p>Examine the Fair Debt Collection Practice Act & Fair Credit Reporting Act.</p>	<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>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>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>NA</p>	<p>Personal Finance Literacy</p> <p>RM11.a.m Distinguish between personal choices that have reasonable and unreasonable risk factors.</p> <p>Identify how to reduce risk by relying upon others and other loss prevention tools.</p> <p>WCCTS</p> <p>MGT5.a.4.m: Identify techniques for reducing or eliminating risks.</p>	<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>	

JA Global Marketplace

Session Details	Academic Standards	Personal Finance Literacy and WCCTS Career Development	Common Core
<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.</p> <p>Objectives:</p> <p>Students will:</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>Economics</p> <p>SS.Econ2.a.m. Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.</p> <p>SS.Econ.2.b.mm. Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>Behavioral Science</p> <p>SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p>	<p>WCCTS</p> <p>CD1.d.3.m: Evaluate the positive and negative implications of personal decisions.</p> <p>Personal Finance Literacy</p> <p>CD2.a.m Compare the benefits and costs of spending decisions when selecting products or services.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Geography</p> <p>SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.</p> <p>Behavioral Science</p> <p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior.</p>	<p>WCCTS</p> <p>CD1.c.8.m: Show respect and appreciation for individual and cultural differences in groups.</p> <p>Personal Finance Literature</p> <p>FM2.a.m Analyze different cultural perspectives and behaviors regarding financial values and goals across communities.</p>	<p>Grade 6</p> <p>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</p> <p>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</p> <p>RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA Global Marketplace

Session Details	Academic Standards	Personal Finance Literacy and WCCTS Career Development	Common Core
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p>Objectives:</p> <p>Students will:</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>Economics</p> <p>SS.Econ1.a.m Predict the [opportunity costs] of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources impact the choices of individuals, households, communities, businesses, and countries</p> <p>Geography</p> <p>SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places.</p>	<p>WCCTS</p> <p>4C1.b.4.m: Explain how multiple people can develop better solutions than an individual.</p>	<p>Grade 6</p> <p>RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>Economics</p> <p>S.Econ2.b.m Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.</p> <p>Geography</p> <p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources</p> <p>SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p>	<p>WCCTS</p> <p>C1.b.6.m: Explain how multiple people and perspectives can improve an existing product or process better than an individual.</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p>Grade 7</p> <p>RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p>Grade 8</p> <p>RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p>MATH</p> <p>6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p>Mathematical Practices</p> <p>1-2 4-7</p>

JA Global Marketplace

Session Details	Academic Standards	Personal Finance Literacy and WCCTS Career Development	Common Core
<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:</p> <p>Students will:</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>Economics</p> <p>S.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p> <p>SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</p>	<p>WCCTS</p> <p>4C’s 4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</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:</p> <p>Students will:</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>Economics</p> <p>SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).</p>	<p>NA</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7</p> <p>RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>

JA Global Marketplace

Session Details	Academic Standards	Personal Finance Literacy and WCCTS Career Development	Common Core
<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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages ▪ Express specific steps that would need to be taken to obtain work in another country ▪ Recognize the value of a second language for future job opportunities 	<p>Behavioral Science</p> <p>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p>	<p>WCCTS</p> <p>CD2.a.2.m: describe a diverse range of opportunities available beyond high school.</p> <p>CD2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities.</p>	<p>Grade 6</p> <p>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</p> <p>RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

JA It's My Business!

Session Details	Academic Standards	Business and Information Technology and Career and Technical Education 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:</p> <p>Students will:</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>NA</p>	<p>Entrepreneurship</p> <p>EN1.a.2.m: Identify one's own personal traits that are typical characteristics of an entrepreneur.</p> <p>EN2.a.7.m: Identify and assess opportunities for venture creation.</p> <p>WCCTS</p> <p>CD1.a.2.m Assess personal strengths, aptitudes and passions related to potential future careers.</p> <p>CD1.d.3.m Evaluate the positive and negative implications of personal decisions.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4,7 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:</p> <p>Students will:</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>Economics</p> <p>SS. Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS. Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>SS.Inq.2.a.m. Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p> <p>SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.</p> <p>SS.Econ.2.c.m. Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.</p>	<p>Entrepreneurship</p> <p>IMT1.d.3.m: Demonstrate how information analysis can be used to identify entrepreneurial opportunities.</p> <p>EN2.a.8.m: Identify and describe tools used by entrepreneurs for venture planning.</p> <p>WCCTS</p> <p>4C1.a.5.m Explain how a recently developed product or service fulfills a human need or desire.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI. 7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

JA It's My Business!

Session Details	Academic Standards	Business and Information Technology and Career and Technical Education Standards	Common Core ELA
<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:</p> <p>Students will:</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>Economics</p> <p>SS.Econ.2.b.mm. Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>SS.Econ1.a.m Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries</p>	<p>Entrepreneurship</p> <p>EN2.b.4.m: Describe opportunities/problems that led to the development of successful entrepreneurial endeavors.</p> <p>WCCTS</p> <p>4C1.b.4.m Explain how multiple people can develop better solutions than an individual.</p> <p>4C3.b.4.m Use idea generating practices as part of a group.</p> <p>4C3.b.5.m Describe ways to facilitate group collaboration.</p>	<p>Grade 6</p> <p>RI.6.1 RI. 6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7</p> <p>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</p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p>Session Four: 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:</p> <p>Students will:</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>NA</p>	<p>Entrepreneurship</p> <p>EN2.b.8.m: Compose and reflect on a plan to achieve an entrepreneur's goal.</p> <p>WCCTS</p> <p>4C3.a.5.m Conduct a shared dialogue with others on a common problem or task.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI. 8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

JA It's My Business!

Session Details	Academic Standards	Business and Information Technology and Career and Technical Education Standards	Common Core ELA
<p>Session Five: 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:</p> <p>Students will:</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>NA</p>	<p>Entrepreneurship</p> <p>EN2.b.5.m: Use the problem-solving process to resolve a problem facing consumers of businesses.</p> <p>WCCTS</p> <p>4C1.a.4.m Analyze elements of a problem to develop creative solutions.</p> <p>4C2.a.8.m Explain how implementation of a solution or action may affect one or more corresponding systems.</p>	<p>Grade 6</p> <p>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</p> <p>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</p> <p>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:</p> <p>Students will:</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>Social Studies</p> <p>SS.inq.3.a.m. Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>SS.Inq.3.c.m. Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p> <p>SS.Inq.4.a.m. Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>Entrepreneurship</p> <p>EN2.b.6.m: Recognize the need to obtain professional assistance for solving specific business problems.</p> <p>WCCTS</p> <p>CD4.a.3.m Demonstrate self-discipline, self-worth, positive attitude and integrity.</p> <p>CD4.a.4.m Demonstrate flexibility and willingness to learn new knowledge and skills.</p>	<p>Grade 6</p> <p>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</p> <p>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</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

JA It's My Future

Session Details	Academic Standards	WCCTS 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:</p> <p>Students will:</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>Social Studies</p> <p>SS.Inq4.a.m. Communicate conclusions using a variety of media.</p>	<p>WCCTS</p> <p>CD1.a.2.m: Assess personal strengths, aptitudes and passions related to potential future careers.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8</p> <p>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:</p> <p>Students will:</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>NA</p>	<p>WCCTS</p> <p>CD3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways.</p> <p>CD3.a.9.m: Use assessment results in educational planning including career awareness.</p>	<p>Grade 6</p> <p>RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA It's My Future

Session Details	Academic Standards	WCCTS Standards	Common Core ELA
<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:</p> <p>Students will:</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 	NA	<p>WCCTS</p> <p>CD2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities.</p> <p>CD2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>
<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:</p> <p>Students will:</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 	NA	<p>WCCTS</p> <p>CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p> <p>CD3.a.7.m: Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway.</p> <p>CD3.a.8.m: Choose career opportunities that appeal to personal career goals.</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>

JA It's My Future

Session Details	Academic Standards	WCCTS Standards	Common Core ELA
<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:</p> <p>Students will:</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>NA</p>	<p>WCCTS</p> <p>CD4.a.3.m: Demonstrate self-discipline, self-worth, positive attitude and integrity.</p> <p>CD4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills.</p> <p>CD4.a.S.m: Identify positive work-qualities typically desired in each of the career cluster's pathways.</p> <p>CD4.b.2.m: Identify the components of a job description.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8</p> <p>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:</p> <p>Students will:</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>NA</p>	<p>WCCTS</p> <p>CD3.c.3.m: Identify work values and needs.</p> <p>CD3.c.4.m: Define adaptability and flexibility in the world of work</p> <p>CD4.a.S.m: Identify positive work-qualities typically desired in each of the career cluster's pathways.</p> <p>CD4.b.2.m: Identify the components of a job description.</p>	<p>Grade 6</p> <p>RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

JA Inspire

Session Descriptions	Academic Standards	Personal Finance Literacy and WCCTS Standards	Common Core ELA
<p>Session One: Career Planning Starts with You</p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters that match their skills and interests. ▪ Assess their soft skills and identify need for improvement. ▪ Identify industries and jobs that offer opportunities. 	<p>Social Studies</p> <p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p>	<p>Personal Finance Literacy</p> <p>EE1.b.m Evaluate specific examples of intrinsic and extrinsic rewards for a specific career (e.g., salary, flexibility, family time, or goodwill). Compare and contrast employment choices based on intrinsic and extrinsic factors (e.g., salary, flexibility, family time, or goodwill).</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>Session Two: Making the Most of JA Inspire</p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify companies that they want to learn more about at the JA Inspire event. Three is a good number. ▪ Prepare questions that they want to ask and practice asking them. ▪ Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer and helps to connect them with the company volunteers. ▪ Express their expectations of the upcoming event. 	<p>Social Studies</p> <p>SS.Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>WCCTS</p> <p>CD4.a.3.m: Demonstrate self-discipline, self-worth, positive attitude and integrity. CD4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills. CD4.a.S.m: Identify positive work-qualities typically desired in each of the career cluster's pathways. CD4.b.2.m: Identify the components of a job description.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7 W 8</p> <p>Language L 3 L 4 L 6</p>
<p>Session Three: JA Inspire Event</p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make connections with adults who have jobs in careers that interest them. ▪ See the connection between high school programming choices and careers. ▪ Collect information about the education required to be successful in a job. ▪ Practice soft skills. 	<p>NA</p>	<p>WCCTS</p> <p>CD4.a.3.m: Demonstrate self-discipline, self-worth, positive attitude and integrity. CD4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills. CD4.a.S.m: Identify positive work-qualities typically desired in each of the career cluster's pathways. CD4.b.2.m: Identify the components of a job description.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>

JA Inspire

Session Descriptions	Academic Standards	Personal Finance Literacy and WCCTS Standards	Common Core ELA
<p>Session Four: Debrief and Next Steps</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event. ▪ Identify next steps, including exploration of high school coursework and other research. ▪ Understand relevant business communication practices. 	<p>Social Studies</p> <p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p> <p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>Personal Finance Literacy</p> <p>EE1.b.m Evaluate specific examples of intrinsic and extrinsic rewards for a specific career (e.g., salary, flexibility, family time, or goodwill).</p> <p>Compare and contrast employment choices based on intrinsic and extrinsic factors (e.g., salary, flexibility, family time, or goodwill).</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 3 W 4 W 5</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Inspire Virtual

Session Descriptions	Academic Standards	Personal Finance Literacy and WCCTS Standards	Common Core ELA
<p>Session One: Find Your Path</p> <p>Students understand the importance of career planning and assess their personal interests in the context of career paths.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Determine the importance of career planning. Students complete a career interest inventory. ▪ Learn where your interests could lead you in your career with this online assessment. ▪ Assess your personal interests in the context of career paths. ▪ Rate your interests, abilities, and values. 	NA	<p>WCCTS</p> <p>CD3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways.</p> <p>CD3.a.9.m: Use assessment results in educational planning including career awareness.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Two: Explore Your Options</p> <p>Students learn to recognize career clusters that match their skills and interests and identify industries and jobs that offer potential opportunities.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Learn about career clusters and different career paths. ▪ Explore career clusters and career paths in the context of your interest inventory results. ▪ Explore career clusters and career paths. ▪ Identify industries and jobs that offer opportunities 	NA	<p>Personal Finance Literacy</p> <p>EE1.b.m Evaluate specific examples of intrinsic and extrinsic rewards for a specific career (e.g., salary, flexibility, family time, or goodwill). Compare and contrast employment choices based on intrinsic and extrinsic factors (e.g., salary, flexibility, family time, or goodwill).</p> <p>WCCTS</p> <p>CD4.a.S.m: Identify positive work-qualities typically desired in each of the career cluster's pathways.</p> <p>CD4.b.2.m: Identify the components of a job description.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Inspire

JA Inspire Virtual

Session Descriptions	Academic Standards	Personal Finance Literacy and WCCTS Standards	Common Core ELA
<p>Session Three: Present Yourself</p> <p>Students assess their soft skills and identify any areas needing improvement. They also create an elevator pitch to help communicate their areas of interest.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Assess soft skills and identify need for improvement ▪ Create an elevator pitch. 	NA	<p>WCCTS</p> <p>CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p> <p>4C3.b.6.m: Demonstrate the use of various tools to communicate effectively with an individual or a group.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Four: What to Expect at the JA Inspire Day</p> <p>Students set JA Inspire day goals related to personal skills and interests and identify relevant companies they want to explore at the event.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Set expectations for JA Inspire Day and examine different scenarios. ▪ Set JA Inspire Day goals related to personal skills and interests. ▪ Set expectations for JA Inspire Day 	NA	<p>WCCTS</p> <p>LE1.a.9.m: Build interest, guide and influence decisions organize efforts and involve members of a group.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Inspire Virtual

Session Descriptions	Academic Standards	Personal Finance Literacy and WCCTS Standards	Common Core ELA
<p>Session Five: Build Your Network</p> <p>Students understand the importance and essentials of networking, identify relevant companies at the JA Inspire event, and prepare and practice interview questions for businesspeople in their fields of interest.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Understand the elements and importance of networking. ▪ Identify relevant companies at the event. ▪ Prepare and practice interview questions for businesspeople in fields of interest. 	NA		<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>
<p>Session Six: Make a Plan</p> <p>Following the JA Inspire event, students evaluate personal goals and priorities to identify next steps, including exploration of high school coursework, extracurricular activities and networking.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities to identify next steps based on the JA Inspire experience. ▪ Identify next steps, including exploration of high school coursework, extracurricular activities, and networking. ▪ Write a note thanking a contact met during the JA Inspire Day. 	NA	<p>WCCTS</p> <p>CD1.b.4.m: Identify long and short-term goals.</p> <p>CD3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Career Exploration Fair

Session Descriptions	Academic Standards	Business and Information Technology, WCCTS Standards	Common Core ELA
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	<p>Social Studies</p> <p>SS.Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</p>	<p>WCCTS</p> <p>CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p>	<p>Reading for Informational Text</p> <p>RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Complete one pre-fair activity (teacher-led) (optional). ▪ Express how jobs require specific interests and skills. ▪ Complete one post-fair activity (teacher-led) (optional). ▪ Complete a student evaluation, if requested. 	<p>Social Studies</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>WCCTS</p> <p>MG3.b.6.m: Identify jobs that use varying types of performance measures to compensate the employees.</p>	<p>Reading for Informational Text</p> <p>RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify a future career goal. ▪ Create a personal action plan. 	<p>Social Studies</p> <p>SS.Inq4.a.m Communicate conclusions using a variety of media.</p>	<p>Business and Information Technology</p> <p>BC1.a.5.m: Organize thoughts to reflect logical thinking.</p>	<p>Reading for Informational Text</p> <p>RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Career Speaker Series

Session Descriptions	Academic Standards	Business and Information Technology, WCCTS Standards	Common Core ELA
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	<p>Social Studies</p> <p>SS.Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</p>	<p>WCCTS</p> <p>CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	<p>Social Studies</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>WCCTS</p> <p>MG3.b.6.m: Identify jobs that use varying types of performance measures to compensate the employees.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	<p>Social Studies</p> <p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>Business and Information Technology</p> <p>BC1.a.5.m: Organize thoughts to reflect logical thinking.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 2 W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Excellence through Ethics

Session Descriptions	Academic Standards	Business and Information Technology and WCCTS Standards	Common Core ELA
<p>Day of the Visit</p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define ethics, ethical dilemma, values, core values, and interdependence. ▪ Articulate how one's core values affects one's choices. ▪ Articulate and identify the steps necessary to make ethical decisions. ▪ Recognize that individual ethics affect the greater community. 	<p>Social Studies</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p>	<p>Business and Information Technology</p> <p>BLE5.a.8.m: Distinguish between business and personal ethics.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2 SL 3 SL 4</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Reflection Activity</p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply key terms and concepts used in the volunteer-led activities. ▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. 	<p>Social Studies</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p> <p>SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p>	<p>WCCTS</p> <p>FCS1.b.3.m: Discuss ethics and morals and identify its importance to family and community.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 3</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	WCCTS Standards	Common Core ELA
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of manners as an element of professionalism. ▪ Identify language and style appropriate for the workplace. 	<p>Social Studies</p> <p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p>	<p>WCCTS</p> <p>CD1.b.3.m: Develop effective coping skills for dealing with problems.</p> <p>CD1.c.5.m: Distinguish between appropriate and inappropriate behavior in a team setting.</p> <p>CD1.c.6.m: Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others.</p> <p>CD1.c.7.m: Display cooperative behavior and identify personal strengths and assets in groups.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>
<p>Applications and Resumes</p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify information necessary for a job application. ▪ Recognize key features and formatting of resumes. ▪ Use appropriate language for a resume. 	<p>NA</p>	<p>WCCTS</p> <p>CD4.b.2.m: Identify the components of a job description.</p> <p>CD4.b.5.h: Use multiple resources to locate job opportunities.</p> <p>CD4.b.3.m: Use technology to assist in career exploration and job-seeking activities</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	WCCTS Standards	Common Core ELA
<p>Interviewing for a Job</p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify appropriate content for a personal brag sheet ▪ Adapt personal information to interview situations. ▪ Develop answers to common interview questions. ▪ Recognize appropriate professional dress and demeanor for a job interview. 	NA	<p>WCCTS</p> <p>CD1.a.2.m: Assess personal strengths, aptitudes and passions related to potential future careers.</p> <p>CD3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p> <p>CD4.a.5.m: Identify positive workqualities typically desired in each of the career cluster’s pathways.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>
<p>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. ▪ Identify the effects of inappropriate usage of cell phones in the workplace. ▪ Adapt cell phone behavior and functions for professional uses. ▪ Recognize and apply appropriate texting style for communicating in the workplace. 	NA	<p>WCCTS</p> <p>CD1.c.5.m: Distinguish between appropriate and inappropriate behavior in a team setting.</p> <p>CD1.c.6.m: Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others.</p> <p>CD4.c.2.m: Demonstrate the behavior and etiquette appropriate to interactions with adults.</p> <p>CD4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 1 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	WCCTS Standards	Common Core ELA
<p>Workplace Communication</p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify and use an appropriate professional tone in workplace communication. ▪ Identify appropriate and inappropriate subjects for workplace discussion. ▪ Enable cooperative and productive group interactions. ▪ Communicate to solve problems collaboratively and respectfully. 	<p>NA</p>	<p>WCCTS</p> <p>CD1.c.7.m: Display cooperative behavior and identify personal strengths and assets in groups.</p> <p>CD3.c.3.m: Identify work values and needs.</p> <p>CD4.c.2.m: Demonstrate the behavior and etiquette appropriate to interactions with adults.</p> <p>CD4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting.</p> <p>CD4.d.3.m: Interact with others in a respectful and non-judgmental manner.</p> <p>CD4.d.2.e: Define cooperation.</p> <p>CD4.d.4.m: Use cooperative behavior in helping peers accomplish goals and tasks.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 1 L 3 L 4 L 6</p>
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use proper spelling, grammar, and punctuation in the workplace. ▪ List best practices for effective business writing. ▪ Use clear language and appropriate style for written communication in the workplace. ▪ Identify important ideas and express them clearly and concisely in writing. 	<p>NA</p>	<p>WCCTS</p> <p>CD4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4 W 5 W 6</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>