



**A Correlation between the  
Common Core State Standards,  
California Middle School Grade Level Content Standards  
and  
Expectations  
and Junior Achievement Programs**

Updated February 2018  
California Revised Social Studies  
Framework  
Common Core State Standards Included

Junior Achievement USA®  
One Education Way  
Colorado Springs, CO 80906  
[www.ja.org](http://www.ja.org)

# Overview

Junior Achievement programs offer a multidisciplinary approach – connecting information 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 California Content Standards and Grade Level Expectations for social studies for grades 6-8 as well as the Common Core State Standards in 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.

## JA Middle Grades Programs

[JA Economics for Success](#)<sup>®</sup> provides practical information about personal finance and the importance of identifying education and career goals based on a student’s skills, interests, and values.....Page

[JA Global Marketplace](#)<sup>®</sup> - *Blended* provides practical information about the global economy and its effect on the students’ lives.....Page

[JA It’s My Business!](#)<sup>®</sup> - *Blended* encompasses entrepreneurship curriculum for students in grades six, seven, and eight. Students are encouraged to use critical thinking to learn entrepreneurial skills that support positive attitudes as they explore and enhance their career aspirations.....Page

[JA It’s My Future](#)<sup>®</sup> - *Blended* provides practical information about preparing for the working world while still in middle school.....Page

# JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p><b>Session One: Mirror, Mirror</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Use personal reflection to explain self-knowledge.</li> <li>▪ Apply their skills, interests, and values to help determine a potential career path.</li> </ul>	<p><b>Grade 6</b>            RI.6.2            RI.6.4            RI.6.7            SL.6.1-2            L.6.1            L.6.3-4</p> <p><b>Grade 7</b>            RI.7.2            RI.7.4            SL.7.1-2            L.7.1            L.7.3-4</p> <p><b>Grade 8</b>            RI.8.2            RI.8.4            SL.8.1            L.8.1            L.8.3-4</p>	<p>NA</p>	<p><b>Social Science Framework</b>  <i>Civics and Govt.</i>            Explain the relevance of individual perspective, civic virtues, and democratic principles.</p>
<p><b>Session Two: Be a Success</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the connection between goal-setting, personal finance, education, and career choices.</li> <li>▪ Apply decision making to education and career choices.</li> </ul>	<p><b>Grade 6</b>            RI.6.4            SL.6.1-2            L.6.1            L.6.3-4</p> <p><b>Grade 7</b>            RI.7.4            SL.7.1-2            L.7.1            L.7.3-4</p> <p><b>Grade 8</b>            RI.8.4            SL.8.1            L.8.1            L.8.3-4</p>	<p>NA</p>	<p><b>Social Science Framework</b>  <i>Economics</i>            Students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>
<p><b>Session Three: Keeping Your Balance</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize that a balanced budget is important for all workers.</li> <li>▪ Define the term income and differentiate between gross and net income.</li> <li>▪ Name ways to balance a budget.</li> </ul>	<p><b>Grade 6</b>            RI.6.4            RI.6.7            SL.6.1            L.6.1            L.6.3-4</p> <p><b>Grade 7</b>            RI.7.4            SL.7.1            L.7.1            L.7.3-4</p> <p><b>Grade 8</b>            RI.8.4            SL.8.1            L.8.1            L.8.3-4</p>	<p>6.NS.B.3            6.SP.B.4            7.RP.A.3</p>	<p><b>Social Science Framework</b>  <i>Economics</i>            Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>

# JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p><b>Session Four: Savvy Shopper</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the differences between debit and credit cards.</li> <li>▪ Explain the advantages and disadvantages of both cards.</li> <li>▪ Recognize the importance of taking personal responsibility for financial decisions.</li> </ul>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>6.NS.B.3 7.RP.A.3</p>	<p><i>Social Science Framework Economics</i></p> <p>Understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade.</p>
<p><b>Session Five: Keeping Score</b></p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the favorable or unfavorable consequences of a high or low personal credit score.</li> <li>▪ Explain actions that cause a credit score to go up or down.</li> </ul>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4 L.6.4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>6.NS.B.3 6.NS.C.5</p>	<p><i>Social Science Framework Economics</i></p> <p>Interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>
<p><b>Session Six: What's the Risk?</b></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><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explore the cost and consequence of risk.</li> <li>▪ Explain how insurance provides a method to minimize financial risk.</li> <li>▪ Identify the opportunity cost of having insurance.</li> <li>▪ Assess how personal responsibility plays a part in minimizing risk.</li> </ul>	<p><b>Grade 6</b> SL.6.1 L.6.1 L.6.3-4</p> <p><b>Grade 7</b> SL.7.1 L.7.1 L.7.3-4</p> <p><b>Grade 8</b> SL.8.1 L.8.1 L.8.3-4</p>	<p>NA</p>	

# JA Global Marketplace – Blended

Session Details	Instructional Standards	Common Core ELA	Common Core Math
<p><b>Session One: Business and Customer</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify what a business gains from an exchange with a customer.</li> <li>▪ Identify what a customer gains from an exchange with a business.</li> <li>▪ Define ethics and ethical dilemma (Deeper Look).</li> <li>▪ 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).</li> </ul>	<p><b>Historical and Social Science Analysis Skills</b>  <b>Chronological and Spatial Thinking</b>            1. Students explain how major events are related to one another in time.</p> <p><b>Standards for Career Ready Practice</b>            CTE10. Demonstrate creativity and innovation.            CTE 11. Employ valid and reliable research strategies.</p>	<p><b>Grade 6</b>            RI.6.1-2            RI.6.4,7            SL.6.1-2            SL.6.4            L.6.2-6</p> <p><b>Grade 7</b>            RI.7.1-2            RI.7.4,8            SL.7.1-4            L.7.1            L.7.3-4            L.7.6</p> <p><b>Grade 8</b>            RI.8.1-2            RI.8.4            SL.8.1-4            L.8.1            L.8.3-4</p>	<p>NA</p>
<p><b>Session Two: Business and Culture</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify business-related, cultural differences throughout the world.</li> <li>▪ 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.</li> <li>▪ Identify cultural differences throughout the world that affect social interaction and communication.</li> </ul>	<p><b>Analysis Skills; Research, Evidence, and Point of View</b>            1. Students frame questions that can be answered by historical study and research.</p> <p><b>Standards for Career Ready Practice</b>            CTE 2. Communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. Interact with others, Speak clearly and with purpose</p> <p><b>Social Science Framework</b>  <i>Geography</i>            Students explore local characteristics of places and learn about how places connect to each other. Students also explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p><b>Grade 6</b>            RI.6.4,7            W.6.2,7            SL.6.1-2            SL.6.4            L.6.1-6</p> <p><b>Grade 7</b>            RI.7.4            W.7.2            W.7.6-7            SL.7.1-2            SL.7.4            L.7.1-6</p> <p><b>Grade 8</b>            W.8.2            W.8.7,9            SL.8.1-2            SL.8.4            L.8.1-5</p>	<p>NA</p>

# JA Global Marketplace – Blended

Session Details	Instructional Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Global Trade</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify reasons why countries trade.</li> <li>▪ Demonstrate that countries benefit more from trade than from trying to meet all of their own needs.</li> <li>▪ Apply key terms related to trade.</li> <li>▪ Describe how improvements in technology can influence international trade.</li> </ul>	<p><b>Historical and Social Science Analysis Skills</b>  <b>Chronological and Spatial Thinking</b></p> <p>1. Students explain how major events are related to one another in time.</p> <p><b>Standards for Career Ready Practice</b>            CTE10. Demonstrate creativity and innovation.            CTE 11. Employ valid and reliable research strategies.</p>	<p><b>Grade 6</b>            RI.6.1-2            RI.6.,7-8            W.6.1-2            SL.6.1-5            L.6.1-6</p> <p><b>Grade 7</b>            RI.7.1-4            RI.7.8            W.7.1-2            W.7.6            SL.7.1-3            L.7.1-6</p> <p><b>Grade 8</b>            RI.8.1-4            W.8.1-2            SL.8.1-4            L.8.1-5</p>	<p><b>Grade 6</b>            CCSS.6.NS            A.3</p>
<p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that modern countries cannot provide all of 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 will look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define specialization.</li> <li>▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs.</li> <li>▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country.</li> </ul>	<p><b>Analysis Skills; Research, Evidence, and Point of View</b></p> <p>1. Students frame questions that can be answered by historical study and research.</p> <p>2. Students distinguish fact from opinion in historical narratives and stories.</p> <p><b>Standards for Career Ready Practice</b>            CTE 2. Communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. Interact with others, Speak clearly and with purpose</p> <p><b>Social Science Framework</b>  <i>Geography</i>            Students explore local characteristics of places and learn about how places connect to each other. Students also explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p><b>Grade 6</b>            RI.6.1-2            RI.6.,4,7            W.6..7            SL.6.1-3            L.6.1-6</p> <p><b>Grade 7</b>            RI.7.1-4            RI.7.8            W.7.6-7            SL.7.1-3            L.7.1-6</p> <p><b>Grade 8</b>            RI.8.1-4            W.8.7,9            SL.8.1-2            L.8.1-5</p>	<p>NA</p>

# JA Global Marketplace – Blended

Session Details	Instructional Standards	Common Core ELA	Common Core Math
<p><b>Session Five: Trade Barriers</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Identify examples of trade barriers.</li> <li>Analyze the consequences of trade barriers on businesses, employees, and customers.</li> <li>Explain why balance of trade matters to businesses, customers, and employees.</li> </ul>	<p><b>Standards for Career Ready Practice</b> CTE 12. Understand the environmental, social, and economic impacts of decisions</p> <p><i>Social Science Framework</i> <i>Economics</i> Understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1,4-6</p> <p><b>Grade 7</b> RI.7.1-3,4 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 SL.8.1-2 SL.8.4 L.8.1,3-5</p>	<p><b>Grade 6</b> CCSS.6.NS.A.3</p>
<p><b>Session Six: Currency</b></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><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Define currency and exchange rate.</li> <li>Recognize that different countries have different forms of currency.</li> <li>Recognize that each currency has a different value, which is determined through a variable exchange rate.</li> </ul>	<p><i>Social Science Framework</i> <i>Economics</i> Understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade.</p>	<p><b>Grade 6</b> RI.6.4,7,8 SL.6.1-3 SL.6.4-5 L.6.1 L.6.4-5</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-3 L.8.1</p>	<p><b>Grade 6</b> CCSS.6.RP.A.1 CCSS.6.RP.A.2 CCSS.6.RP.A.3</p> <p><b>Grade 7</b> CCSS.7.RP.A.1</p>
<p><b>Session Seven: Global Workforce</b></p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages.</li> <li>Express specific steps that would need to be taken to obtain work in another country.</li> <li>Recognize the value of a second language for future job opportunities.</li> </ul>	<p><b>Analysis Skills; Chronological and Spatial Thinking</b> 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p><b>Standards for Career Ready Practice</b> CTE 3. Develop an education and career plan aligned with personal goals. CTE 4. Apply technology to enhance productivity.</p> <p><i>Social Science Framework</i> <i>Geography</i> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions.</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.4,7,8 W.6.2 SL.6.1-4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 W.7.2,6 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.2 SL.8.1-3 L.8.1-5</p>	<p><b>Grade 6</b> CCSS.6.NS.A.3</p>

# JA It's My Business! – Blended

Session Details	Instructional Standards	Common Core ELA
<p><b>Session One: Entrepreneurs</b></p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship and social entrepreneurship.</li> <li>▪ Identify entrepreneurial characteristics and recognize strengths and areas of potential growth.</li> </ul>	<p><i>Social Science Framework</i> <i>Economics</i></p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>RI 6.4,7 SL. 6.1-2 SL. 6 L. 6.1-6</p> <p>RI 7.3-4 RI.7.7 SL. 7.1-2 SL. 7.4 L. 7.1-6</p> <p>RI 8.3-4 RI. 8.7 SL. 8.1-2 SL. 8.6 L. 8.1-5</p>
<p><b>Session Two: Market and Need</b></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><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define market and need.</li> <li>▪ Describe the importance of</li> <li>▪ Identifying market and need when entrepreneurs develop new product ideas.</li> </ul>	<p><i>Social Science Framework</i> <i>Economics</i></p> <p>In order to make effective economic decisions, students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>RI 6.4,7 SL. 6.1-2 SL. 4 L. 6.1-6</p> <p>RI 7.3-4 RI.7.7 SL. 7.1-2 SL. 7.6 L. 7.1-6</p> <p>RI 8.3-4 RI. 8.7 SL. 8.1-2 SL. 8.4 L. 8.1-5</p>
<p><b>Session Three: Innovative Ideas</b></p> <p>Students learn about innovative idea generation, and examine cutting edge, innovative new products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea.</li> <li>▪ Recognize creativity and innovation as necessary entrepreneurial skills for starting a business.</li> </ul>	<p><i>Social Science Framework</i> <i>Civics and Govt.</i></p> <p>2. Students use deliberative discussion including consideration of multiple points of view when making decisions or making judgments (about political issues or problems.)</p>	<p>RI 6.4,7 SL. 6.1-2 SL. 4 L. 6.1-6</p> <p>RI 7.3-4 SL. 7.1-2 SL. 7.64 L. 7.1-6</p> <p>RI 8.4,7 SL. 8.1-2 SL. 8.4 L. 8.1-5</p>

# JA It's My Business! – Blended

Session Details	Instructional Standards	Common Core ELA
<p><b>Session Four: Design and Prototype</b></p> <p>Students learn about the product design and prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Represent a product idea and its features by using rough sketches and drawings.</li> <li>▪ Recognize sketches as an important first step in the prototype process.</li> </ul>	<p><i>Social Science Framework</i> <i>Civics and Govt.</i></p> <p>4. Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.</p>	<p>RI 6.1-2 RI 6.4,7 SL 6.2 SL 6.4 L. 6.1-6</p> <p>RI 7.1-2 RI.7.4,7 SL 7.2 L. 7.1-6</p> <p>RI 8.1-2 RI 8.4,7 SL 8.2 L. 8.1-5</p>
<p><b>Session Five: Testing the Market</b></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, finally, practice developing survey questions in groups.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the importance of market research in the product development process.</li> <li>▪ Describe multiple types of survey questions.</li> </ul>	<p><i>Social Science Framework</i> <i>Economics</i></p> <p>Students learn how to interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>	<p>RI 6.4,7 SL 6.1-2 SL 6.4-7 L. 6.1-6</p> <p>RI.7.4,7 SL 7.1-2 SL 7.4-5 L. 7.1-6</p> <p>RI 8.4,7 SL 8.1-2 SL 8.4-5 L. 8.1-5</p>
<p><b>Session Six: Seek Funding</b></p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups pitch their product idea to the volunteer and teacher. Guest judge(s) may be invited to award teams with faux start-up funds.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Discuss the elements that make a strong pitch presentation to potential investors.</li> <li>▪ Work together to create and deliver a product pitch for potential funding.</li> </ul>	<p><i>Social Science Framework</i> <i>Economics</i></p> <p>[Students] should understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade, that markets facilitate the production and exchange of goods and services, that there are benefits and costs of government policies and that those benefits and costs affect different individuals and groups differently.</p>	<p>RI 6.4,7 SL 6.1-2 SL 6.4-6 L. 6.1-4</p> <p>RI.7.4,7 W. 7.6-7 SL 7.1-2 SL 7.-6 L. 7.1-4</p> <p>RI 8.3-4 RI 8.7 W 8.7 SL 8.1-2 SL. 8.4-6</p>

# JA It's My Future – Blended

Session Details	Instructional Standards	Common Core ELA
<p><b>Session One: My Brand</b></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><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the elements of a brand.</li> <li>▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career.</li> <li>▪ Design a logo that expresses their personal brand.</li> </ul>	<p><b>Career Ready Practice</b></p> <p>10. Demonstrate creativity and innovation.</p> <p><i>Social Science Framework</i> <i>Economics</i></p> <p>Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-3 SL. 6.5</p> <p>L. 7.1-6 SL. 7.1-3 SL. 7.5</p> <p>RI 8.4 L. 8.1-6 SL. 8.1-3 SL. 8.5</p>
<p><b>Session Two: Career Paths and Clusters</b></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. Finally, they share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define careers clusters.</li> <li>▪ Identify jobs in specific career clusters to explore further.</li> <li>▪ Recognize the interconnectivity and value of all types of jobs.</li> </ul>	<p><b>Career Ready Practice</b></p> <p>2. Communicate clearly, effectively, and with reason.</p>	<p>RI 6.7 L. 6.1-4 L.6.6 SL. 6.1-2 SL. 6.</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p><b>Session Three: High Growth Careers</b></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 fields.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify specific careers that are forecast to have high growth rates.</li> <li>▪ Consider a variety of factors when selecting a career.</li> </ul>	<p><b>Career Ready Practice</b></p> <p>5. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>11. Employ valid and reliable research strategies.</p>	<p>RI 6.7 L.6.1,4,6 SL. 6.1-2</p> <p>RI 7.4 L. 7.1,4 SL. 7.1-2</p> <p>L. 8.1,3,4 SL. 8.1</p>

# JA It's My Future – Blended

Session Details	Instructional Standards	Common Core ELA
<p><b>Session Four: Career Mapping</b></p> <p>Students learn how early experiences can provide transferable skills that contribute to future job success by looking at well-known celebrities and their paths to success. They learn about career maps by examining a sample and creating their own.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify experiences and activities related to foundational skills that are transferable to a future job.</li> <li>▪ Plan the significant markers needed to earn a particular job.</li> </ul>	<p><b>Career Ready Practice</b></p> <p>1. Apply appropriate technical skills and academic knowledge.</p> <p>3. Develop an education and career plan aligned with personal goals.</p>	<p>L. 6.1-4 L.6.6 SL. 6.1-3</p> <p>L. 7.1,3,4 SL. 7.1,2,4</p> <p>L. 8.1,3,4 SL. 8.1-2</p>
<p><b>Session Five: On the Hunt</b></p> <p>Students learn about the process of looking, applying, and interviewing for a job. They read about the process and then play a game in which they must identify two truths and a myth about each topic.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews.</li> </ul>	<p><b>Career Ready Practice</b></p> <p>4. Apply technology to enhance productivity.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p><b>Session Six: Soft Skills</b></p> <p>Students learn about the differences between technical and soft skills and why both are essential to keep a job. They complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they role-play situations that require having strong soft skills.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Differentiate between technical skills and soft skills.</li> <li>▪ Describe specific soft skills they already possess and those on which they need to improve.</li> </ul>	<p><b>Career Ready Practice</b></p> <p>7. Act as a responsible citizen in the workplace and the community.</p> <p>8. Model integrity, ethical leadership, and effective management.</p> <p>9. Work productively in teams while integrating cultural and global competence.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1-2 SL.7.5-6</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.1-3</p>