



empowering young people to
own their economic success®

A Correlation: Academic Standards and Junior Achievement Middle School Programs

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Arizona Social Studies
Arizona Professional Skills

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906

Overview

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

In this document, Junior Achievement programs are correlated to the Arizona Academic Standards for Social Studies and the Personal Financial Literacy Expectations and the Arizona Professional 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. 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*](#)[®] 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 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 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 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	Key Learning Objectives	Common Core Math	Academic Standards
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p> <p>Objectives: 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>NA</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>NA</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: 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>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</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: 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>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p> <p>8.E1.4 Examine the factors that influence spending decisions.</p> <p>8.E1.5 Create a budget and examine the benefits of budgeting.</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	Key Learning Objectives	Common Core Math	Academic Standards
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p> <p>Objectives: 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>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E1.4 Examine the factors that influence spending decisions.</p> <p>8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.</p> <p>8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</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: 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>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>8.E1.6 Analyze the impact of debt on individuals.</p> <p>8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</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: 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>E1.2 Give examples of financial risks that individuals and households face.</p> <p>8.E1.8 Identify ways insurance may minimize personal financial risk.</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>	<p>NA</p>

JA Global Marketplace (Blended Model)

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer ▪ Identify what a customer gains from an exchange with a business ▪ Define ethics and ethical dilemma (Deeper Look) <ul style="list-style-type: none"> • 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>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society</p> <p>7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>	NA
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers' needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to take into account their customers' cultural differences in order to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.</p> <p>7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>	NA

JA Global Marketplace

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade ▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade 	<p>6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.</p> <p>7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.</p> <p>8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>	<p>Mathematical Practices 2-3 6-7</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that modern countries cannot provide all the products and services that their people want and need. Therefore, businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. Students look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied</p> <p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p> <p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions</p> <p>7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.</p> <p>7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.</p> <p>7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.</p> <p>8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-4 L.6.6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4 L.7.6</p> <p>Grade 8 RI.8.1 RI.6.4 SL.8.1-2 L.8.1 L.8.3-4 L.8.6</p>	<p>Grade 6 6.NSA.3 6.RP.3</p> <p>Grade 7 7.RP.2 7.NS.3</p> <p>Mathematical Practices 1- 2 4-7</p>

JA Global Marketplace

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify examples of trade barriers ▪ Analyze the consequences of trade barriers on businesses, employees, and customers ▪ Explain why balance of trade matters to businesses, customers, and employees 	<p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p> <p>7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.</p> <p>7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.</p> <p>7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p> <p>8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.</p> <p>8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>	<p>Mathematical Practices 2-3 6-7</p>
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define currency and exchange rate ▪ Recognize that different countries have different forms of currency ▪ Recognize that each currency has a different value, which is determined through a variable exchange rate 	<p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>7.E3.4 Explain ways in which money facilitates exchange</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>	<p>Grade 6 6.RP.3 6.EE.4 6.NS.3</p> <p>Grade 7 7.RP.2 7.NS.3</p> <p>Mathematical Practices 1-7</p>
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages ▪ Express specific steps that would need to be taken to obtain work in another country ▪ Recognize the value of a second language for future job opportunities 	<p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</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	Academic Standards	Arizona Professional Skills	Common Core ELA
<p>Session One: Entrepreneurs</p> <p>Students learn about entrepreneurs, 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>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>8.E1.7 Understand several types of financial investments [and calculate rates of return.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>Arizona Professional Skills</p> <p>8.f. Takes responsibility for one's actions in the workplace.</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 successful young entrepreneurs. 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>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p>	<p>Arizona Professional Skills</p> <p>3.a. Defines a problem in the workplace</p> <p>3.b. Practices inquiry and reflection (i/r) to take action in the workplace.</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>
<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>NA</p>	<p>Arizona Professional Skills</p> <p>1.b. Communicates effectively in a diverse work environment.</p> <p>2.a. Commits to achieving collective goals</p> <p>2.b. Promotes an environment of trust</p> <p>5.d. Generates innovative ideas, methods, or devices</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1,4,7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

JA It's My Business!

Session Details	Academic Standards	Arizona Professional Skills	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 	NA	<p>3.C. Takes action supported by evidence and reasoning to explain conclusions and accomplish work</p> <p>4.F Produces work that reflects professional pride</p>	<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>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p>	<p>4.d. Performs assigned tasks with a “can do” attitude.</p> <p>5.b. Adapts to changing conditions and expectations in the organization.</p>	<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 ▪ Work together to create and deliver a product pitch for potential funding 	7.E3.4 Explain ways in which money facilitates exchange.	<p>1.A Masters core communication skills for the workplace</p> <p>3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work</p> <p>3.C.-.e. Argues a case</p> <p>6.a. Uses relevant intergenerational and cross-cultural communication that creates cultural synergy in the workplace.</p>	<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	Academic Standards	Arizona Professional Skills	Common Core ELA
<p>Session One: My Brand Students 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 	NA	<p>1.b. Communicates effectively in a diverse work environment.</p> <p>5.a. Functions independently within the organizational structure.</p> <p>4.F Produces work that reflects professional pride.</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI. 8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p>Session Two: Career Paths and Clusters 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.</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>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities</p>	<p>5.a. Functions independently within the organizational structure.</p>	<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 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>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities</p>	<p>4.b. Manages time in accordance with organizational expectations</p> <p>5.b. Adapts to changing conditions and expectations in the organization.</p> <p>5.c. Pursues career advancement opportunities within an organization or field</p>	<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>

JA It's My Future

Session Details	Academic Standards	Arizona Professional Skills	Common Core ELA
<p>Session Four: Career Mapping 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>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>3.d Transfers knowledge and skills from one work situation to another</p> <p>4.d.Performs assigned tasks with a “can do” attitude</p> <p>5.a.Functions independently within the organizational structure.</p> <p>8.f. Takes responsibility for one’s actions in the workplace.</p>	<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 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>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>4.a. Adheres to organizational protocol related to behavior, appearance, and communication</p> <p>6.b Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together</p>	<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 Students learn about the differences between technical and soft skills and why both are essential for keeping a job. They complete a soft skills self-evaluation and 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>NA</p>	<p>4.a.Adheres to organizational protocol related to behavior, appearance, and communication</p> <p>4.e. Behaves in a way that distinguishes between personal and work-related matters.</p> <p>8.d. Adheres to the policies and procedures of the organization.</p>	<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>

JA Career Exploration Fair

Session Descriptions	Social Studies Standards	Arizona Professional Skills	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: The students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	<p>6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.</p>	<p>5.D. Performs assigned tasks with a “can do” attitude</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language 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: The students will:</p> <ul style="list-style-type: none"> ▪ Complete one pre-fair activity (teacher-led) (optional). ▪ Rotate to a station, table, or room to hear seven presentations the day of the fair. ▪ Complete one post-fair activity (teacher-led) (optional). ▪ Complete a student evaluation, if requested. 	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.B Communicates effectively in a diverse work environment.</p> <p>•Communicates with diversity in mind</p> <p>2.A Commits to achieving collective goals.</p> <p>4.B Manages time in accordance with organizational expectations</p> <p>5.A Functions independently within the organizational structure.</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language 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: The students will:</p> <ul style="list-style-type: none"> ▪ Identify a future career goal. ▪ Create a personal action plan. 	<p>6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data..</p>	<p>3.B Practices inquiry and reflection (I/R) to take action in the workplace</p> <p>3.D Transfers knowledge and skills from one work situation to another.</p> <p>4.F Produces work that reflects professional pride.</p>	<p>Reading for Informational Text RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Career Speaker Series

Session Descriptions	Academic Standards	Arizona Professional Skills	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: The students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.D Practices interpersonal skills.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language 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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.A Masters core communication skills for the workplace.</p> <ul style="list-style-type: none"> •Uses communication style appropriate to audience and situation •Listens actively <p>3.B Practices inquiry and reflection (I/R) to take action in the workplace.</p> <ul style="list-style-type: none"> •Maintains an attitude of openness •Explores for deeper understanding 	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language 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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>3.D Transfers knowledge and skills from one work situation to another.</p> <p>Builds capacity to transfer skills.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 2 W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Excellence through Ethics

Session Descriptions	Academic Standards	Arizona Professional Skills	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>The 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>6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.</p> <p>8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.</p> <p>8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects</p>	<p>8.F Takes responsibility for one's actions in the workplace.</p> <p>8.H Acts with integrity (honest, reliable, and trustworthy.)</p> <p>•Performs with honesty and reliability in a trustworthy manner</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2 SL 3 SL 4</p> <p>Writing W 4</p> <p>Language 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>The 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>8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.</p>	<p>8.I Interacts respectfully with co-workers and customers.</p> <p>3.B Practices inquiry and reflection (I/R) to take action in the workplace. •Explores for deeper understanding</p> <p>•Uses resources for inquiry and reflection(I/R)</p> <p>•Evaluates self</p>	<p>Speaking and Listening SL 1 SL 2 SL 3</p> <p>Language L 3 L 4 L 6</p>

JA Inspire

Session Descriptions	Academic Standards	Arizona Professional Skills	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: The students will be able to:</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>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.B Communicates effectively in a diverse work environment.</p> <p>2.A Commits to achieving collective goals.</p> <ul style="list-style-type: none"> •Contributes personal strengths •Respects contributions of Others <p>3.D Transfers knowledge and skills from one work situation to another.</p> <p>7.A Navigates organizational structures and systems.</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: The students will be able to:</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>6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.</p>	<p>1.A Masters core communication skills for the workplace.</p> <ul style="list-style-type: none"> •Delivers content accurately •Persuades others •Uses communication style appropriate to audience and situation 	<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>

JA Inspire

Session Descriptions	Academic Standards	Arizona Professional Skills	Common Core ELA
<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: The 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>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>6.A Uses relevant intergenerational and cross-cultural communication that creates cultural synergy in the workplace.</p> <ul style="list-style-type: none"> •Adapts communication style to engage diverse others •Adapts communication style to engage other generations <p>3.D Transfers knowledge and skills from one work situation to another</p> <ul style="list-style-type: none"> •Builds capacity to transfer skills 	<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>Language</p> <p>L 3 L 4 L 6</p>
<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: The students will be able to:</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>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work.</p> <ul style="list-style-type: none"> •Composes a plan <p>3.B Practices inquiry and reflection (I/R) to take action in the workplace.</p> <ul style="list-style-type: none"> •Maintains an attitude of openness •Explores for deeper understanding 	<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 It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Arizona Professional Skills	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: The students will be able to:</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>NA</p>	<p>1.B Communicates effectively in a diverse work environment.</p> <p>4.A Adheres to organizational protocol related to behavior, appearance, and communication.</p>	<p>Reading for Informational Text RI 1 RI 4</p> <p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language 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: The students will be able to:</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>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>4.F Produces work that reflects professional pride.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Arizona Professional Skills	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: The students will be able to:</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. 	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities [within the context of the time period and region studied.]</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.D Foundational communication skill check points</p> <p>√Presents with confidence</p> <p>√Practices interpersonal skills</p> <p>4.E Behaves in a way that distinguishes between personal and work-related matters.</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language L1 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: The students will be able to:</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. 	<p>NA</p>	<p>4.A Adheres to organizational protocol related to behavior, appearance, and communication.</p> <p>4.E Behaves in a way that distinguishes between personal and work-related matters.</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language L1 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	Arizona Professional Skills	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: The students will be able to:</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. 	NA	<p>4.C Represents the organization in a positive manner</p> <p>1.A [Masters] core communication skills for the workplace.</p> <p>1.B Communicates effectively in a diverse work environment.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L1 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: The students will be able to:</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. 	NA	<p>1.D Foundational communication skill check points</p> <p>✓Writes in languages required by employee</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4 W5 W6</p> <p>Language</p> <p>L1 L 2 L 3 L 4 L 6</p>