

# A Correlation: Wisconsin Academic Standards and Junior Achievement Middle School Programs



May 2024

[Wisconsin Social Studies 2018](#)

[Wisconsin Career Readiness Standards](#)

[Personal Financial Literacy](#)

Junior Achievement USA

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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 Wisconsin Social Studies Standards and the Wisconsin Standards for financial literacy, and career readiness and 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 Classroom Learning Experiences

[JA Economics for Success® Blended Model](#) introduces middle school students to initial work and career readiness and personal finance concepts through flexible facilitation materials and engaging interactive activities, games, and role plays that support learning objectives.

[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® Entry](#) is more than a career fair, it brings together the business community and local schools and is designed to help launch 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 Company Program® Pop Up](#) teaches students how to plan, launch, and operate their own business venture within a structured, guided experience. Throughout the start-up process, students collaborate, make crucial business decisions, practice communication skills, and develop entrepreneurial knowledge and skills. (Grades 6-12)

# JA Economics for Success

## JA Economics for Success (Blended Model)

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>My Career Exploration</b></p> <p>Students explore the 16 career clusters and identify the clusters they find interesting. They learn that early career planning results in more choices and opportunities for success in a career that matches their interests, skills, and values.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the career clusters and their related careers.</li> <li>Apply values, skills, and interests to the career clusters.</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p><b>WCCTS</b></p> <p>4C2.a.10.m: Explain the process for choosing an action or making a decision.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 7</p> <p><b>Writing</b></p> <p>W.4, W.7, W.8</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL4</p> <p><b>Language</b></p> <p>L 1 L3 L4 L6</p>
<p><b>Getting to Know Me</b></p> <p>Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions.</li> <li>Discuss the importance of a personal brand statement.</li> <li>Recognize that self-knowledge is needed to work effectively with others.</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p><b>WCCTS</b></p> <p>4C1.a.6.m: Describe how past experiences can inform current problem solving.</p> <p>4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant.</p> <p>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><b>Reading for Informational Text</b></p> <p>RI 2 RI 4</p> <p><b>Writing</b></p> <p>W.4, W.5</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 6</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p>

# JA Economics for Success

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>My Career Goals</b></p> <p>Students recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the connections between your choices and your education, personal finances, and career paths.</li> <li>Create short- and long-term goals.</li> <li>Identify character traits that can help you overcome obstacle</li> </ul>	<p>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>CD1.b.4.m: Identify long and short term goals.</p> <p>FM2.d.m Analyze long-term and short-term financial goals utilizing elements of goal development strategies.</p> <p><b>WCCTS</b></p> <p>4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4</p> <p><b>Writing</b></p> <p>W.4</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p>
<p><b>My Transferable Skills</b></p> <p>Students recognize that skills they learn now will be useful in both their personal life and their future career. They learn about the digital skills needed to work remotely.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize appropriate skills for the workplace.</li> <li>Identify transferable skills and their importance.</li> <li>Recognize the importance of having digital skills and using professional digital tools and programs.</li> </ul>	<p><b>Behavioral Sciences</b></p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</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><b>Inquiry Practices and Processes</b></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><b>WCCTS</b></p> <p>4C1.b.4.m: Explain how multiple people can develop better solutions than an individual.</p> <p>4C1.b.5.m: Explain how multiple people and perspectives can develop better ideas than an individual.</p> <p>4C1.b.6.m: Explain how multiple people and perspectives can improve an existing product or process better than an individual.</p> <p>4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.</p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p> <p>4C3.b.5.m: Describe ways to facilitate group collaboration.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4</p> <p><b>Writing</b></p> <p>W.4, W.6</p> <p><b>Speaking and Listening</b></p> <p>SL.1, SL.2, SL.4</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p>

# JA Economics for Success

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>My Income and Expenses</b></p> <p>Students explore the importance of earning enough income to pay for expenses, including savings and common deductions. Students learn how to read a paycheck stub and explore the Pay Yourself First strategy. They also practice solving income and expenses-related problems with positive solutions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize that workers should not expect to keep all the money they earn.</li> <li>Recognize problem solving as a challenge and not an obstacle.</li> <li>Explore career-based solutions for income planning.</li> <li>Reflect on the personal impact of saving money.</li> </ul>	<p><b>Economics</b></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 (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p>	<p><b>Personal Financial Literacy</b></p> <p>FM1.c.m Predict the opportunity costs of various decisions. Explain why the opportunity cost might differ from person to person or in different situations (e.g., auto or housing). Contrast cost-benefit and opportunity cost.</p> <p><b>WCCTS</b></p> <p>4C1.a.4.m: Analyze elements of a problem to develop creative solutions.</p> <p>4C2.a.6.m: Develop multiple resolutions for a given problem, decision or opportunity.</p> <p>4C2.a.10.m: Explain the process for choosing an action or making a decision.</p>	<p><b>Reading for Informational Text</b> RI.1,RI.2,RI.4,RI.7</p> <p><b>Writing</b> W.4, W.6</p> <p><b>Speaking and Listening</b> SL 1 SL 3</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p> <p><b>Math Practices 1-7</b></p>
<p><b>Planning for My Future Income</b></p> <p>Students explore the role work plays in living independently. They gain financial knowledge about the costs of living on their own. They consider the role of career choices and the costs of goods and services.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR)</li> <li>Examine the true costs of goods and services. (FL)</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ1.a.m Predict the opportunity costs of various decisions.</p>	<p><b>Personal Financial Literacy</b></p> <p>EE2.a.m Compare the benefits and costs of a variety of post-secondary education and training options.</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><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Writing</b> W.4, W.7 W 8</p> <p><b>Speaking and Listening</b> SL 1 SL.2, SL.4 SL 6</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p>

# JA Economics for Success

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Managing My Money</b></p> <p>Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define a budget and its importance.</li> <li>Express the need to say “no” to some short-term spending to save for more important items in the future and to plan for emergencies.</li> <li>Practice budgeting skills using income that can be earned while still in school.</li> </ul>	<p><b>Economics</b></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><b>Personal Financial Literacy</b></p> <p>FM1.c.m Predict the opportunity costs of various decisions. Explain why the opportunity cost might differ from person to person or in different situations Contrast cost-benefit and opportunity cost.</p> <p>FM2.c.m Differentiate how positive and negative external influences impact financial decisions in a society with frictionless transactions</p> <p>MM1.a.m Construct a basic budget, including allocating spending and savings that spans for a week or a month.</p> <p>SI1.a.m Compare and contrast places that can be used to save money. Describe ways to decrease expenses in order to increase savings. Compare pay yourself first to living paycheck to paycheck. Explain why saving is a prerequisite to investing.</p>	<p><b>Reading for Informational Text</b></p> <p>RI.1,RI.2,RI.4,RI.7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b></p> <p>L 1 L3 L4 L6</p> <p><b>Math Practices</b></p> <p>1-7</p>
<p><b>Paying for My Wants and Needs</b></p> <p>Students learn to make better choices related to credit. They learn about different ways of paying for goods and services, and the advantages and drawbacks of each.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe ways to pay for everyday goods and services.</li> <li>Identify the differences between debit (paying now) and credit (paying in the future, plus interest).</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ3.b.m [Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).] Assess how interest rates influence borrowing and investing.</p>	<p><b>Personal Financial Literacy</b></p> <p>CD1.a.m Assess whether a specific purchase justifies the use of credit.</p> <p>CD2.a.m Compare the benefits and costs of spending decisions when selecting products or services. Differentiate between a credit card, charge card, and debit card. Assess whether a specific purchase justifies the use of credit. Evaluate potential consequences of using easy access credit. Identify the financial benefits and services of different types of lending institutions.</p> <p>MM2.b.m Compare features of digital banking in online banking, bill pay, transfers, and checking account transactions. Compare the use of cash, debit cards, credit cards, checks, and other modern forms of payment. Determine how pre-authorized payments impact account balances. Recognize the importance of retaining records of financial transactions.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL.2, SL.4S</p> <p><b>Language</b></p> <p>L 1 L3 L4 L6</p> <p><b>Math Practices</b></p> <p>1-7</p>

# JA Economics for Success

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>My Credit and Spending</b></p> <p>Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explain who looks at your credit report and why.</li> <li>● Describe how financial decisions can improve a credit report.</li> <li>● Identify spending habits that are financially responsible.</li> </ul>	NA	<p><b>Personal Financial Literacy</b></p> <p>CD1.d.m Identify indicators of excessive debt. Predict possible consequences of excessive debt or bankruptcy. Explain credit coaching and appropriate times to utilize it.</p> <p>CD2.c.m Research ways that a person can regain a lender’s trust after losing or damaging a borrowed personal property. Compare the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation. Explain why and how credit reports are developed. Examine the Fair Debt Collection Practice Act &amp; Fair Credit Reporting Act.</p> <p>FM2.c.m Differentiate how positive and negative external influences (e.g., peers or marketing) impact financial decisions in a society with frictionless transactions (e.g., pre-stored payment information, no signature required, or biometrics).</p> <p>MM1.b.m Compare responsible saving, spending, and charitable habits. Classify the personal eligibility criteria to establish a financial account (e.g., age, residency, or amount of deposit).</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4 RI 7</p> <p><b>Writing</b></p> <p>W.4, W.6</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b></p> <p>1-7</p>
<p><b>My Ride on the Financial Roller Coaster</b></p> <p>Students understand risk and methods for handling it. They make decisions about scenarios involving risk.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Describe examples of how to use personal responsibility to address risk.</li> <li>● Recognize that insurance is a way to transfer the risk of loss.</li> <li>● Identify the opportunity cost in different spending decisions.</li> </ul>	<p><b>Economics</b></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 (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p>	<p><b>Personal Finance Literacy</b></p> <p>FM1.c.m Predict the opportunity costs of various decisions. Explain why the opportunity cost might differ from person to person or in different situations (e.g., auto or housing). Contrast cost-benefit and opportunity cost.</p> <p>MM2.a.m Describe and evaluate the benefits and risks of basic financial institution services.</p> <p>RMI1.a.m Distinguish between personal choices that have reasonable and unreasonable risk factors. Identify how to reduce risk by relying upon others and other loss prevention tools.</p> <p>RMI2.a.m Describe ways in which having insurance can protect a person from financial loss.</p> <p>RMI2.b.m Describe how the different types of short-term and long-term insurance coverages can protect a person.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4 RI 7</p> <p><b>Writing</b></p> <p>W.4, W.6</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b></p> <p>1-7</p>

# JA Economics for Success

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
		<p>RMI2.c.m Explain how insurance coverage is directly proportional to insurance premiums (Evaluate how the cost of insurance can vary based on past decisions.</p> <p>RMI2.d.m Compare extended warranties, insurance, protection, and coverage. Identify why it is important to understand the details of an insurance plan.</p> <p>RMI2.e. Construct a plan that shows how to use insurance effectively to protect self, family, and items of value.</p> <p>S11.d.m Define simple and compound interest. Analyze the relationship between opportunity cost and reward.</p> <p><b>WCCTS</b></p> <p>4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.</p>	



# JA Global Marketplace

## JA Global Marketplace

Session Details	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<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.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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.</li> <li>Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)</li> </ul>	<p><b>Behavioral Science</b></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><b>Economics</b></p> <p>S.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><b>Inquiry Practices and Processes</b></p> <p>SS.Inq3.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><b>Personal Finance Literacy</b></p> <p>CD1.d.3.m: Evaluate the positive and negative implications of personal decisions.</p> <p>FM1.a.m Analyze the roles of consumers and producers in financial markets. Distinguish between the rights and responsibilities of buyers and sellers under consumer protection laws. Evaluate the influence on demographic groups of advertising and the media on decision making and spending.</p> <p><b>WCCTS</b></p> <p>4C1.a.5.m: Explain how a recently developed product or service fulfills a human need or desire.</p>	<p><b>Grade 6</b></p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p><b>Session Two: Business and Culture</b></p> <p>Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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 consider their customers’ cultural differences 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>Geography</b></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><b>Behavioral Science</b></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>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><b>Personal Finance Literature</b></p> <p>FM2.a.m Analyze different cultural perspectives and behaviors regarding financial values and goals across communities.</p> <p><b>WCCTS</b></p> <p>4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.</p> <p>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><b>Grade 6</b></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><b>Grade 7</b></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><b>Grade 8</b></p> <p>RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4</p>

# JA Global Marketplace

Session Details	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Three: Global Trade</b></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><b>Objectives:</b></p> <p><b>Students will:</b></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 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>Behavioral Sciences</b></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><b>Economics</b></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>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><b>Geography</b></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><b>WCCTS</b></p> <p>4C1.b.4.m: Explain how multiple people can develop better solutions than an individual.</p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p>	<p><b>Grade 6</b></p> <p>RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>

# JA Global Marketplace

Session Details	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Four: Why Countries Specialize</b></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><b>Objectives:</b></p> <p><b>Students will:</b></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 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>Economics</b></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 (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>SS.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.Econ2.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>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><b>Geography</b></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><b>WCCTS</b></p> <p>4C1.b.6.m: Explain how multiple people and perspectives can improve an existing product or process better than an individual.</p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p> <p>4C3.b.4.m: Use idea generating practices as part of a group.</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p><b>MATH</b> 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p><b>Mathematical Practices</b> 1-2 4-7</p>
<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><b>Students will:</b></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>Economics</b></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><b>WCCTS</b></p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>

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Session Details	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<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><b>Students will:</b></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><b>Economics</b></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><b>Personal Financial Literacy</b></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><b>WCCTS</b></p> <p>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><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how businesses can 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>Behavioral Science</b></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>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>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> <p><b>Inquiry Practices and Processes</b></p> <p>SS.Inq3.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><b>Personal Financial Literacy</b></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>FM2.a.m Analyze different cultural perspectives and behaviors regarding financial values and goals across communities.</p> <p><b>WCCTS</b></p> <p>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>4C3.b.4.m: Use idea generating practices as part of a group.</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> 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><b>Grade 7</b> RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

# JA It's My Business!

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Session Details	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	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, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneurship and social entrepreneurship</li> <li>Describe the relationship between a business and its products and service</li> <li>Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves</li> </ul>	<p>NA</p>	<p><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 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 create a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define market and need</li> <li>Explain the importance of identifying market and need when developing new product or service ideas</li> </ul>	<p><b>Inquiry Practices and Processes</b></p> <p>SS. Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</p>	<p><b>WCCTS</b></p> <p>4C1.a.5.m: Explain how a recently developed product or service fulfills a human need or desire.</p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p> <p>4C3.b.4.m: Use idea generating practices as part of a group.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

# JA It's My Business!

Session Details	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Three: Innovative Ideas</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business</li> <li>Participate in creative idea generation, from brainstorming to defending and selecting an idea</li> </ul>	<p><b>Economics</b></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><b>WCCTS</b></p> <p>4C1.a.5.m: Explain how a recently developed product or service fulfills a human need or desire.</p> <p>4C2.a.6.m: Develop multiple resolutions for a given problem, decision or opportunity.</p> <p>4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.</p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p> <p>4C3.b.4.m: Use idea generating practices as part of a group.</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p><b>Grade 7</b></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><b>Grade 8</b></p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p><b>Session Four: 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 then practice developing survey questions in groups.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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><b>Inquiry Practices and Processes</b></p> <p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p>	<p><b>WCCTS</b></p> <p>4C1.a.5.m: Explain how a recently developed product or service fulfills a human need or desire.</p> <p>4C1.b: Work creatively with others to develop solutions, products and services.</p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

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<p><b>Session Five: Design and Prototype</b></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><b>Objectives:</b></p> <p><b>Students will:</b></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>NA</p>	<p><b>WCCTS</b></p> <p>4C1.a.5.m: Explain how a recently developed product or service fulfills a human need or desire.</p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p>	<p><b>Grade 6</b>            RI.6.4            RI.6.7            W.6.4            SL.6.1-2            SL.6.4-5            L.6.1-6</p> <p><b>Grade 7</b>            RI.7.4            RI.7.7            W.7.4            SL.7.1-2            SL.7.4-5            L.7.1-6</p> <p><b>Grade 8</b>            RI.8.4            W.8.4            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 will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the elements that make a strong pitch presentation</li> <li>Work together to create and deliver a product pitch for potential funding</li> </ul>	<p><b>Social Studies</b></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><b>WCCTS</b></p> <p>4C1.a.5.m: Explain how a recently developed product or service fulfills a human need or desire.</p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p> <p>4C3.b.6.m: Demonstrate the use of various tools to communicate effectively with an individual or a group.</p>	<p><b>Grade 6</b>            RI.6.4            RI.6.7            W.6.4            SL.6.1-2            SL.6.4-5            L.6.1-4</p> <p><b>Grade 7</b>            RI.7.4            RI.7.7            W.7.4            SL.7.1-2            SL.7.4-5            L.7.1-4</p> <p><b>Grade 8</b>            RI.8.4            W.8.4            SL.8.1-2            SL.8.4-5            L.8.1-5</p>

# JA It's My Future

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Session Details	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	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></p> <p><b>Students will:</b></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>Inquiry Practices and Processes</b></p> <p>SS.Inq4.a.m. Communicate conclusions using a variety of media.</p>	<p><b>WCCTS</b></p> <p>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><b>Grade 6</b></p> <p>RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</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. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers cluster.</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>Behavioral Sciences</b></p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p><b>Personal Financial Literacy</b></p> <p>EE2.a.m Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain cost and benefit factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.</p> <p><b>WCCTS</b></p> <p>4C1.a.6.m: Describe how past experiences can inform current problem solving.</p> <p>4C2.a.10.m: Explain the process for choosing an action or making a decision.</p> <p>4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant.</p>	<p><b>Grade 6</b></p> <p>RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>



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Session Details	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<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 job fields.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></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>Behavioral Sciences</b></p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p><b>Personal Financial Literacy</b></p> <p>EE2.b.m Assess and interpret resources that can be used to evaluate emerging employment trends and markets (e.g., U.S. Bureau of Labor Statistics, state agencies, or job search engines).</p> <p><b>WCCTS</b></p> <p>4C2.a.10.m: Explain the process for choosing an action or making a decision.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>
<p><b>Session Four: Career Mapping</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify jobs in specific career clusters that they would like to explore further</li> <li>Plan significant milestones they need to reach to earn a particular job</li> </ul>	<p>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>EE2.a.m Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain cost and benefit factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.</p> <p><b>WCCTS</b></p> <p>4C1.a.6.m: Describe how past experiences can inform current problem solving.</p> <p>4C3.a: Communicate thoughts and feelings with others using verbal and non-verbal language.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>

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Session Details	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Five: On the Hunt</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</li> <li>Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>Recognize the basic construction of a resume and skills that should be highlighted on a resume.</li> </ul>	<p>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>EE2.b.m Assess and interpret resources that can be used to evaluate emerging employment trends and markets (e.g., U.S. Bureau of Labor Statistics, state agencies, or job search engines).</p>	<p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p><b>Grade 8</b></p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</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 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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define and differentiate between technical skills and soft skills</li> <li>Identify specific soft skills they already possess and those they need to improve</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p><b>WCCTS</b></p> <p>4C2.a.10.m: Explain the process for choosing an action or making a decision.</p> <p>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>4C3.b.4.m: Use idea generating practices as part of a group.</p>	<p><b>Grade 6</b></p> <p>RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

# JA Inspire Entry

## JA Inspire Entry

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session One: Career Interests and Your Path</b></p> <p>Students understand the importance of career planning and complete a Career Interest Inventory to assess their own values, skills, and interests in the context of career paths.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Consider their values, skills, and interests.</li> <li>▪ Take a Career Interest Inventory.</li> <li>▪ Relate their values, skills, interests, and Career Interest Inventory to future career opportunities.</li> </ul>	<p><b>Behavioral Sciences</b> SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p><b>Inquiry Practices and Processes</b> 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><b>Personal Financial Literacy</b></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><b>WCCTS</b></p> <p>4C1.a.6.m: Describe how past experiences can inform current problem solving.</p> <p>4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant.</p>	<p><b>Reading for Information</b> RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b> L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Two: Career Planning and Your Path</b></p> <p>Students learn to recognize career clusters and focus on those tied to the results of their Career Interest Inventory. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in those fields.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Learn why career planning is important.</li> <li>▪ Recognize career clusters.</li> <li>▪ Identify career clusters that match their skills and interests.</li> <li>▪ Identify requirements to obtain jobs in fields of interest.</li> </ul>	<p><b>Behavioral Sciences</b> SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p><b>Inquiry Practices and Processes</b> 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><b>Personal Financial Literacy</b></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>EE2.a.m Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain cost and benefit factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.</p> <p><b>WCCTS</b></p> <p>4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant.</p>	<p><b>Reading for Information</b> RI.1 RI.3 RI.4 RI.5</p> <p><b>Writing</b> W.4 W.5 W.6</p> <p><b>Language</b> L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Entry

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Three: Preparing to Meet Your Future</b></p> <p>Students learn how awareness of their values, skills, and interests helps guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Understand why it's important to choose a career where they can be successful and develop a career plan.</li> <li>Practice soft skills.</li> <li>Recognize education and training requirements and opportunities for careers of interest.</li> </ul>	<p><b>Behavioral Sciences</b></p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p><b>Inquiry Practices and Processes</b></p> <p>SS.Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</p>	<p><b>Personal Financial Literacy</b></p> <p>EE2.a.m Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain cost and benefit factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.</p> <p><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p> <p>4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant.</p>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Four: Local Business Means Opportunity</b></p> <p>Students learn about their local economy. They review the list of JA Inspire Virtual career fair exhibitors and the website of their local Chamber of Commerce and look for common themes, such as career clusters. They identify companies they would like to visit during the virtual career fair.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize traits of their local economy.</li> <li>Identify common career clusters in their area and among JA Inspire Virtual exhibitors.</li> <li>Create a list of exhibitors to visit during JA Inspire Virtual.</li> </ul>	<p><b>Inquiry Practices and Processes</b></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.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>NA</p>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Writing</b></p> <p>W.4 W.5 W.6</p> <p><b>Language</b></p> <p>L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Entry

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Five: Learn from the Experts</b></p> <p>Students review the speakers and webinars available at the JA Inspire Virtual career fair, create a list of at least three to view, and define what they would like to learn from them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify relevant JA Inspire Virtual speakers and webinars to attend.</li> <li>Note facts about the speakers and topics of webinars they will attend.</li> <li>Develop questions to consider when watching the speakers and webinars.</li> </ul>	<p><b>Inquiry Practices and Processes</b></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.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><b>Personal Financial Literacy</b></p> <p><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Six: Welcome to JA Inspire Virtual</b></p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Visit exhibits at JA Inspire Virtual.</li> <li>Attend speeches and webinars at JA Inspire Virtual.</li> <li>Complete the What I Learned section of the chart from their Learn from the Experts worksheet</li> </ul>	<p><b>Inquiry Practices and Processes</b></p> <p>SS.Inq4.a.m Communicate conclusions using a variety of media.</p>	<p><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p><b>Language</b></p> <p>L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Entry

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Seven: JA Inspire Personal Reflection</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event.</li> <li>Identify next steps, including exploration of high school coursework and other research.</li> </ul>	<p><b>Inquiry Practices and Processes</b></p> <p>SS.Inq4.a.m Communicate conclusions using a variety of media.</p>	<p><b>Personal Financial Literacy</b></p> <p>EE2.a.m Compare the benefits and costs of a variety of postsecondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain cost and benefit factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.</p> <p><b>WCCTS</b></p> <p>4C2.a.6.m: Develop multiple resolutions for a given problem, decision or opportunity.</p> <p>4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.</p> <p>4C2.a.10.m: Explain the process for choosing an action or making a decision.</p> <p>4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant.</p> <p>4C2.b.4.m: Analyze a problem to determine how it relates to existing knowledge.</p>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>

# JA Career Exploration Fair

## JA Career Exploration Fair

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Pre-Fair Session: What Sets You Apart?</b></p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers.</li> <li>Differentiate between abilities (skills) and values.</li> <li>Identify their personal characteristics.</li> </ul>	<p><b>Behavioral Sciences</b></p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p><b>Inquiry Practices and Processes</b></p> <p>SS.Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</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><b>WCCTS</b></p> <p>4C1.a.6.m: Describe how past experiences can inform current problem solving.</p> <p>4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>The Day of the Fair</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Complete one pre-fair activity (teacher-led) (optional).</li> <li>Express how jobs require specific interests and skills.</li> <li>Complete one post-fair activity (teacher-led) (optional).</li> <li>Complete a student evaluation, if requested.</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p><b>Inquiry Practices and Processes</b></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><b>Personal Financial Literacy</b></p> <p>EE2.a.m Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain cost and benefit factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.</p> <p><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Exploration Fair

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Post-Fair Session</b></p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify a future career goal.</li> <li>▪ Create a personal action plan.</li> </ul>	<p><b>Inquiry Practices and Processes</b></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><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 2 RI 4 RI 5 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>



# JA Career Speaker Series

## JA Career Speaker Series

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests.</li> <li>Recognize Career Clusters</li> <li>Recall future high-demand occupations</li> </ul>	<p><b>Behavioral Sciences</b></p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p><b>Inquiry Practices and Processes</b></p> <p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</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><b>WCCTS</b></p> <p>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>4C3.b.4.m: Use idea generating practices as part of a group.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker's job experiences and stories, ask questions, and take notes.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice active listening skills.</li> <li>Equate job responsibilities with skills and interests</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p><b>Inquiry Practices and Processes</b></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><b>Personal Financial Literacy</b></p> <p>EE2.a.m Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain cost and benefit factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.</p> <p><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Speaker Series

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize Career Clusters</li> </ul>	<p><b>Inquiry Practices and Processes</b></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><b>Personal Financial Literacy WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 2 W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Excellence through Ethics

## JA Excellence Through Ethics

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Day of the Visit</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define ethics, ethical dilemma, values, core values, and interdependence.</li> <li>Articulate how one's core values affects one's choices.</li> <li>Articulate and identify the steps necessary to make ethical decisions.</li> <li>Recognize that individual ethics affect the greater community.</li> </ul>	<p><b>Behavioral Sciences</b></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.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><b>Inquiry Practices and Processes</b></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><b>Personal Financial Literacy</b></p> <p>FM2.a.m Analyze different cultural perspectives and behaviors regarding financial values and goals across communities.</p> <p><b>WCCTS</b></p> <p>4C2.a.8.m: Explain how implementation of a solution or action may affect one or more corresponding systems.</p> <p>4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.</p> <p>4C2.a.10.m: Explain the process for choosing an action or making a decision.</p> <p>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>4C3.c.6.m: Explore the ethical considerations of a current or historical action or decision.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3 SL 4</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Reflection Activity</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply key terms and concepts used in the volunteer-led activities.</li> <li>Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</li> <li>Self-examine to develop a personal awareness of values to begin to see the connection between their words and</li> </ul>	<p><b>Behavioral Sciences</b></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.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><b>Inquiry Processes and Practices</b></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><b>Personal Financial Literacy</b></p> <p>FM2.a.m Analyze different cultural perspectives and behaviors regarding financial values and goals across communities.</p> <p><b>WCCTS</b></p> <p>4C1.a.6.m: Describe how past experiences can inform current problem solving.</p> <p>4C2.a.8.m: Explain how implementation of a solution or action may affect one or more corresponding systems.</p> <p>4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.</p> <p>4C2.a.10.m: Explain the process</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Excellence through Ethics

Session Descriptions	Social Studies Standards	<b>Personal Finance Literacy</b> <b>Career Readiness Standards</b>	ELA
actions.		for choosing an action or making a decision. 4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant. 4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task. 4C3.a.7.m: Explore non-verbal and non-written means of communication. 4C3.c.6.m: Explore the ethical considerations of a current or historical action or decision.	

# JA It's My Job (Soft Skills)

## JA It's My Job (Soft Skills)

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of manners as an element of professionalism.</li> <li>Identify language and style appropriate for the workplace.</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p>	<p><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p> <p>4C3.a.8.m: Implement effective listening skills in resolving a situation.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 1 L 2 L 3 L 4 L 6</p>
<p><b>Applications and Resumes</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify information necessary for a job application.</li> <li>Recognize key features and formatting of resumes.</li> <li>Use appropriate language for a resume.</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p><b>Personal Financial Literacy</b></p> <p><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 1 L 2 L 3 L 4 L 6</p>

## JA It's My Job (Soft Skills)

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Interviewing for a Job</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify appropriate content for a personal brag sheet</li> <li>▪ Adapt personal information to interview situations.</li> <li>▪ Develop answers to common interview questions.</li> <li>▪ Recognize appropriate professional dress and demeanor for a job interview.</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person’s self-image and identity and interactions with others.</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p>	<p><b>Personal Financial Literacy</b></p> <p><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L1 L 2 L 3 L 4 L 6</p>
<p><b>Cell Phones in the Workplace</b></p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>▪ Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>▪ Adapt cell phone behavior and functions for professional uses.</li> <li>▪ Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person’s self-image and identity and interactions with others.</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</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><b>Inquiry Practices and Processes</b></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><b>WCCTS</b></p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>

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Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Workplace Communication</b></p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify and use an appropriate professional tone in workplace communication.</li> <li>Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>Enable cooperative and productive group interactions.</li> <li>Communicate to solve problems collaboratively and respectfully.</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</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><b>WCCTS</b></p> <p>4C1.a.4.m: Analyze elements of a problem to develop creative solutions.</p> <p>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><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>
<p><b>Workplace Writing</b></p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use proper spelling, grammar, and punctuation in the workplace.</li> <li>List best practices for effective business writing.</li> <li>Use clear language and appropriate style for written communication in the workplace.</li> <li>Identify important ideas and express them clearly and concisely in writing.</li> </ul>	<p><b>Behavioral Sciences</b></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.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p> <p><b>Inquiry Practices and Processes</b></p> <p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>SS.Inq3.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.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p><b>WCCTS</b></p> <p>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><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4 W5 W6</p> <p><b>Language</b></p> <p>L1 L 2 L 3 L 4 L 6</p>

# JA Company Program Pop Up

## JA Company Program Pop-Up

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session One: Pop-Up Warm-Up</b></p> <p>This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain what a pop-up business is and its intended purpose.</li> <li>Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements.</li> <li>Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture.</li> </ul>	<p>Inquiry Practices and Processes</p> <p>SS. Inq1.a.m. Formulate open-ended questions for further research within one of the social studies disciplines.</p>	<p><b>Personal Financial Literacy</b></p> <p>FM2.d.m Analyze long-term and short-term financial goals utilizing elements of goal development strategies.</p> <p>FM2.e.m Research individuals or organizations that give back and describe their impact on the local, state, tribal nation, country, or world.</p> <p><b>WCCTS</b></p> <p>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>4C3.b.4.m: Use idea generating practices as part of a group.</p>	<p><b>Grade 6</b> RI.6 3,4,7 W.6.4 SL 6.1,2 L. 6 1,2,3,4,6</p> <p><b>Grade 7</b> RI.7 3,4 W.7.2.4 SL.7 1,2 L.7. 1-6</p> <p><b>Grade 8</b> RI.8 3,4 W.8.4 SL. 8.1,2 L.8 1-6</p>



# JA Company Program Pop Up

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Two: Doing the Research</b></p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers’ needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of the profit equation and understand how to calculate profit.</li> <li>Explain what a target audience is.</li> <li>Recognize the importance of the customers’ wants and needs related to the business’s goals.</li> <li>Identify appropriate market research techniques to use when collecting information.</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ2.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><b>Inquiry Practices and Processes</b></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.Inq3.b.m Support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).</p>	<p><b>Personal Financial Literacy</b></p> <p>FM1.a.m Analyze the roles of consumers and producers in financial markets. Distinguish between the rights and responsibilities of buyers and sellers under consumer protection laws. Evaluate the influence on demographic groups of advertising and the media on decision making and spending.</p> <p>FM2.d.m Analyze long-term and short-term financial goals utilizing elements of goal development strategies.</p> <p><b>WCCTS</b></p> <p>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><b>Grade 6</b> RI.6 1,2,4,7 W.6 4,7,9 SL.6 1,2,4 L.6 1-6</p> <p><b>Grade 7</b> RI.7 1,4 W.7 2,7,9 SL.7 1,2,4 L.7 1-6</p> <p><b>Grade 8</b> RI.8 1,2,4 W.8 4,7,9 SL.8 1,2,4 L.8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Three: Defining the Pop-Up Structure</b></p> <p>During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze market research data to make planning decisions about the pop-up business to maximize sales.</li> <li>Describe the different roles and responsibilities necessary to organize and run a pop-up business.</li> <li>Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team.</li> <li>Draft a timeline of tasks and associated due dates needed to meet the company's goals.</li> </ul>	<p><b>Inquiry Practices and Processes</b></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.Inq3.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><b>Personal Financial Literacy</b></p> <p>FM1.a.m Analyze the roles of consumers and producers in financial markets. Distinguish between the rights and responsibilities of buyers and sellers under consumer protection laws. Evaluate the influence on demographic groups of advertising and the media on decision making and spending.</p> <p>FM2.d.m Analyze long-term and short-term financial goals utilizing elements of goal development strategies.</p> <p><b>WCCTS</b></p> <p>4C1.a.4.m: Analyze elements of a problem to develop creative solutions.</p> <p>4C1.a.6.m: Describe how past experiences can inform current problem solving.</p> <p>4C2.a.6.m: Develop multiple resolutions for a given problem, decision or opportunity.</p> <p>4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant.</p>	<p><b>Grade 6</b> RI.6. 2,4,7 W.6. 4,7,9 SL.6. 1,2,4 L.6.1-6</p> <p><b>Grade 7</b> RI.7 2,4 W.7. 4,7,9 SL. 7 1,2,4 L. 7. 1-6</p> <p><b>Grade 8</b> RI.8 2,4 W.8 4,7,9 SL.8 1,2,4 L.8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Four: The Ps of Pop-Up</b></p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business.</li> <li>Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix.</li> <li>Design an optimal layout for a pop-up business that will maximize sales.</li> </ul>	<p><b>Behavioral Sciences</b></p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p><b>Personal Financial Literacy</b></p> <p>FM2.b.m Describe financial situations that trigger various emotions. Summarize how emotions may interfere with the achievement of financial goals.</p> <p><b>WCCTS</b></p> <p>4C2.a.10.m: Explain the process for choosing an action or making a decision.</p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p> <p>4C3.b.4.m: Use idea generating practices as part of a group.</p> <p>4C3.a.6.m: Predict how a person's emotions may influence his/her communication.</p> <p>4C3.b.6.m: Demonstrate the use of various tools to communicate effectively with an individual or a group.</p>	<p><b>Grade 6</b></p> <p>RI.6 2,3,4,7 W.6 4 SL. 8. 1,2,4 L.6. 1-6</p> <p><b>Grade 7</b></p> <p>RI.7. 2,3,4 W.7 4 SL 7. 1,2,4 L.7. 1-6</p> <p><b>Grade 8</b></p> <p>RI.8 2,3,4 W.8 4 SL 8. 1,2,4 L. 8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Five: Creating the Buzz</b></p> <p>This meeting focuses on selecting a price for the product or service, as well as promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will determine how to promote their business and will work on tasks for advertising.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal.</li> <li>▪ Design promotional strategies and materials to attract interest in the pop-up business.</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ2.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><b>Inquiry Practices and Processes</b></p> <p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p>	<p><b>Personal Financial Literacy</b></p> <p>FM1.a.m Analyze the roles of consumers and producers in financial markets. Distinguish between the rights and responsibilities of buyers and sellers under consumer protection laws. Evaluate the influence on demographic groups of advertising and the media on decision making and spending.</p> <p>FM2.d.m Analyze long-term and short-term financial goals utilizing elements of goal development strategies.</p> <p><b>WCCTS</b></p> <p>4C3.b.6.m: Demonstrate the use of various tools to communicate effectively with an individual or a group.</p>	<p><b>Grade 6</b></p> <p>RI.6 1,2,3,4,7 W.6. 4,7,9 SL.6. 1,2,4 L. 6. 1-6</p> <p><b>Grade 7</b></p> <p>RI.7 1,2,3,4 W.7 4,7,9 SL.7 1,2,4 L. 7. 1-6</p> <p><b>Grade 8</b></p> <p>RI 8 1,2,3,4 W.8 4,7,9 SL.8 1,2,4 L. 8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Six: Open for Business!</b></p> <p>In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operating. Additionally, they review and finalize all logistics necessary to launch and open the store.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Select appropriate sales strategies to use while interacting with customers during pop-up store sales.</li> <li>▪ Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals.</li> <li>▪ Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule.</li> </ul>	<p><b>Behavioral Sciences</b></p> <p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p><b>Personal Financial Literacy</b></p> <p>FM2.b.m Describe financial situations that trigger various emotions. Summarize how emotions may interfere with the achievement of financial goals.</p> <p><b>WCCTS</b></p> <p>4C1.a.4.m: Analyze elements of a problem to develop creative solutions.</p> <p>4C3.a.6.m: Predict how a person’s emotions may influence his/her communication.</p> <p>4C3.a.7.m: Explore non-verbal and non-written means of communication.</p> <p>4C3.a.8.m: Implement effective listening skills in resolving a situation.</p> <p>4C3.b.6.m: Demonstrate the use of various tools to communicate effectively with an individual or a group.</p> <p>4C3.c.4.m: Resolve a conflict with another person with assistance.</p> <p>4C3.c.5.m: Contribute to resolving conflicts that occur within a team or group.</p>	<p><b>Grade 6</b></p> <p>RI.6 2,4 W.6. 4 SL.6 1,2,4 L. 6. 1-6</p> <p><b>Grade 7</b></p> <p>RI.7 2,4 W.7 4 SL.7. 4 L. 7. 1-6</p> <p><b>Grade 8</b></p> <p>RI 8. 2,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies Standards	Personal Finance Literacy Career Readiness Standards	ELA
<p><b>Session Seven: Pop-Up Wrap-Up</b></p> <p>This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business's final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store's proceeds to their charitable recipient and celebrate their accomplishments.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Complete the tasks to calculate final sales and profit and close out the business.</li> <li>Analyze final sales information and compare it to the pop-up business's initial profit goal.</li> <li>Assess company and personal goals to determine successes and areas for improvement.</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ2.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><b>Inquiry Practices and Processes</b></p> <p>SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p><b>Personal Financial Literacy</b></p> <p>FM2.d.m Analyze long-term and short-term financial goals utilizing elements of goal development strategies.</p> <p><b>WCCTS</b></p> <p>4C2.a.7.m: Identify problems that became worse due to poorly thought out or poorly informed solutions</p> <p>4C2.a.9.m: Explain how different resolutions may be appropriate under different circumstances.</p> <p>4C2.b.3.m: Analyze problems to determine what past experiences might be related and relevant.</p> <p>4C3.a.5.m: Conduct a shared dialogue with others on a common problem or task.</p>	<p><b>Grade 6</b></p> <p>RI.6 2,3,4,7 W.6. 4 SL.6 1,2,4 L. 6. 1-6</p> <p><b>Grade 7</b></p> <p>RI.7 2,3,4 W.7 4 SL.7. 1,2,4 L. 7. 1-6</p> <p><b>Grade 8</b></p> <p>RI 8. 2,3,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>