



empowering young people to
own their economic success®

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

Updated November 2020 (January 2022)
Mississippi Academic Standards
[Mississippi Social Emotional Learning Standards](#)
Common Core State Standards Included

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 Mississippi Social Studies Standards and the Social and Emotional Learning Standards, as well as the Common Core State Standards in English/ Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA Middle Grades Programs

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

[JA Global Marketplace](#)[®] Blended Model introduces students to the global marketplace and the ways in which countries buy and sell from each other. Through completion of this program, students will gain an understanding of the role of producers and consumers in the interconnected global market.

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

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

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

[JA Inspire Virtual](#)[™] 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. Within the virtual experience, students attend webinars and presentations, explore career booths, and interact with career speakers. (Grades 9-12)

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

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

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

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

JA Economics for Success

Session Descriptions	Mississippi Social Studies Standards	Social Emotional Standards	Common Core ELA	Common Core Math
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge ▪ Apply their skills, interests, and values to help determine a potential career path 	NA	2C. Demonstrate ability to set and accomplish specific tasks and goals.	<p>Grade 6 RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p>Grade 7 RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.2,4 SL.8.1 L.8.1,3,4</p>	
<p>Session Two: Be a Success</p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	NA	5B. Analyze outcomes of decisions including the consideration of their effects on others.	<p>Grade 6 RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.3 6.NS.C.5</p>
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers ▪ Define the term income and differentiate between gross and net income ▪ Name ways to balance a budget 	NA	5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>

JA Economics for Success

Session Descriptions	Mississippi Social Studies Standards	Social Emotional Standards	Common Core ELA	Common Core Math
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the differences between debit and credit cards ▪ Explain the advantages and disadvantages of both cards ▪ Recognize the importance of taking personal responsibility for financial decisions 	NA	<p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home, and community life.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score ▪ Explain actions that cause a credit score to go up or down 	NA	<p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p>
<p>Session Six: What's the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk ▪ Explain how insurance provides a method to minimize financial risk ▪ Identify the opportunity cost of having insurance ▪ Assess how personal responsibility plays a part in minimizing risk 	NA	<p>5B. Analyze outcomes of decisions including the consideration of their effects on others.</p>	<p>Grade 6 SL.6.1 L.6.1,3,4</p> <p>Grade 7 SL.7.1 L.7.1,3,4</p> <p>Grade 8 SL.8.1 L.8.1,3,4</p>	

JA Global Marketplace

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer ▪ Identify what a customer gains from an exchange with a business ▪ Define ethics and ethical dilemma (Deeper Look) ▪ Identify the stakeholders of a business. ▪ Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look) 	<p>E.6.2.3 Examine ways that economic interaction and globalization occur in the contemporary world and in the past.</p>	<p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Grade 6</p> <p>CR.6.1 Identify physical and political factors that contribute to cooperation and conflict among people.</p> <p>G.6.2 Explain the concept of place and the factors that give meaning to particular places.</p> <p>Grade 7</p> <p>7C.1 Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation.</p> <p>ITG.3.4 Trace how globalization processes produce variable impact on peoples, places, and environments in different regions of the world.</p> <p>ITG.6 Apply the complex, multifaceted concept of culture to places on Earth.</p>	<p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA Global Marketplace

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade ▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade 	<p>Grade 6</p> <p>E.6.1 Explain the concept of natural resources and how people use and value them.</p> <p>G.6.1 Describe the world using the tools of geography including maps, globes, and technological representations.</p> <p>Grade 7</p> <p>7C.4 Interpret how regions are used to describe the organization of Earth’s surface.</p> <p>Grade 8</p> <p>MS.9. 3. Trace [Mississippi’s] global economic relationships.</p> <p>ITG.1 Investigate the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies.</p>	<p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p>	<p>Grade 6</p> <p>RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>Grade 6</p> <p>E.6.1. Explain the concept of natural resources and how people use and value them.</p> <p>E.6.2. Explain the geographic patterns of economic interactions.</p> <p>G.6.2 Explain the concept of place and the factors that give meaning to particular places.</p> <p>Grade 7</p> <p>7.C.2.1 Compare the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world and the challenges posed by new media sources to obtaining reliable information upon which to make decisions.</p> <p>ITG.7 Trace the patterns and networks of economic interdependence on Earth’s surface.</p>	<p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p>Grade 7</p> <p>RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p>Grade 8</p> <p>RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p>MATH</p> <p>6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p>Mathematical Practices</p> <p>1-2 4-7</p>

JA Global Marketplace

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify examples of trade barriers ▪ Analyze the consequences of trade barriers on businesses, employees, and customers ▪ Explain why balance of trade matters to businesses, customers, and employees 	<p>Grade 6</p> <p>CI.6.2.2 . Evaluate how globalization has changed the rights and responsibilities of citizens in relation to economic disparity and equity.</p> <p>CR.6.1 Identify physical and political factors that contribute to cooperation and conflict among people.</p> <p>ITG.8 Analyze boundaries and territorially delimited entities and the cooperation and conflicts that occur among them.</p>	<p>5B. Analyze outcomes of decisions including the consideration of their effects on others.</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define currency and exchange rate ▪ Recognize that different countries have different forms of currency ▪ Recognize that each currency has a different value, which is determined through a variable exchange rate 	<p>NA</p>	<p>NA</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7</p> <p>RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>

JA Global Marketplace

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages ▪ Express specific steps that would need to be taken to obtain work in another country ▪ Recognize the value of a second language for future job opportunities 	<p>Grade 6</p> <p>CI.6.1 3. Compare and contrast the many forms of citizenship including, but not limited to: responsible financial activity, active and passive participation in government, being aware of important issues and challenges, and the responsible use of resources.</p> <p>ITG.10 Analyze the patterns of human settlements and explain their processes of development and operation</p>	<p>3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

JA It's My Business!

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core ELA
<p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship ▪ Describe the relationship between a business and its products and service ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves 	<p>E.6.1 Explain the concept of natural resources and how people use and value them.</p>	<p>1A. Identify emotions and related feelings in one's self.</p> <p>1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one's strengths and areas for growth.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1-5</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define market and need ▪ Explain the importance of identifying market and need when developing new product or service ideas 	<p>E.6.1. Explain the concept of natural resources and how people use and value them.</p>	<p>NA</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

JA It's My Business!

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core ELA
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea 	<p>E.6.1 Explain the concept of natural resources and how people use and value them.</p>	<p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>	<p>Grade 6 RI.6.1 RI. 6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p>Session Four: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process ▪ Describe multiple types of survey questions 	<p>NA</p>	<p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI. 8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

JA It's My Business!

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core ELA
<p>Session Five: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Represent a product idea and its features by using rough sketches and drawings ▪ Recognize sketches as an important first step in the prototype process 	NA	4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the elements that make a strong pitch presentation ▪ Work together to create and deliver a product pitch for potential funding 	NA	4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others. 4B. Develop and maintain positive relationships with others.	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

JA It's My Future

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core ELA
<p>Session One: My Brand</p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career ▪ Design a logo that expresses their personal brand 	<p>NA</p>	<p>1A. Identify emotions and related feelings in one's self.</p> <p>1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one's strengths and areas for growth.</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers cluster. ▪ Identify jobs in specific career clusters to explore further ▪ Recognize the interconnectivity and value of all types of jobs 	<p>NA</p>	<p>1C. Determine one's strengths and areas for growth.</p> <p>1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA It's My Future

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core ELA
<p>Session Three: High-Growth Careers</p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high- growth rates ▪ Consider a variety of factors when selecting a career 	NA	NA	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to explore further ▪ Plan significant milestones they need to reach to earn a particular job 	NA	<p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.</p> <p>5B. Analyze outcomes of decisions including the consideration of their effects on others.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>

JA It's My Future

Session Details	Mississippi Social Studies Standards	Social Emotional Standards	Common Core ELA
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basics of looking for and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. 	<p>NA</p>	<p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define and differentiate between technical skills and soft skills ▪ Identify specific soft skills they already possess and those they need to improve 	<p>NA</p>	<p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

JA Inspire

Session Descriptions	National Standards for Financial Literacy	Social Emotional Standards	Common Core ELA
<p>Session One: Career Planning Starts with You</p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters that match their skills and interests. ▪ Assess their soft skills and identify need for improvement. ▪ Identify industries and jobs that offer opportunities. 	<p>1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices</p>	<p>1A. Identify emotions and related feelings in one’s self.</p> <p>1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one’s strengths and areas for growth.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>Session Two: Making the Most of JA Inspire</p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify companies that they want to learn more about at the JA Inspire event. Three is a good number. ▪ Prepare questions that they want to ask and practice asking them. ▪ Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer and helps to connect them with the company volunteers. ▪ Express their expectations of the upcoming event. 	<p>2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p>	<p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.</p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7 W 8</p> <p>Language L 3 L 4 L 6</p>

JA Inspire

Session Descriptions	National Standards for Financial Literacy	Social Emotional Standards	Common Core ELA
<p>Session Three: JA Inspire Event</p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make connections with adults who have jobs in careers that interest them. ▪ See the connection between high school programming choices and careers. ▪ Collect information about the education required to be successful in a job. ▪ Practice soft skills. 	<p>2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p>	<p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p> <p>4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>Session Four: Debrief and Next Steps</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event. ▪ Identify next steps, including exploration of high school coursework and other research. ▪ Understand relevant business communication practices. 	<p>3. People vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</p> <p>4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p>	<p>1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one's strengths and areas for growth.</p> <p>1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.</p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 3 W 4 W 5</p> <p>Language L 3 L 4 L 6</p>

JA Inspire Virtual

Session Descriptions	National Standards for Financial Literacy	Social Studies Standards	Common Core ELA
<p>Session One: Career Interests and Your Path</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Consider their values, skills, and interests. ▪ Take a Career Interest Inventory. ▪ Relate their values, skills, interests, and Career Interest Inventory to future career opportunities. 	<p>1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p>	<p>1A. Identify emotions and related feelings in one’s self.</p> <p>1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one’s strengths and areas for growth.</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Language</p> <p>L.1</p> <p>L.3</p> <p>L.4</p> <p>L.5</p> <p>L.6</p>
<p>Session Two: Career Planning and Your Path</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Learn why career planning is important. ▪ Recognize career clusters. ▪ Identify career clusters that match their skills and interests. ▪ Identify requirements to obtain jobs in fields of interest. 	<p>1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p>	<p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L.1</p> <p>L.2</p> <p>L.3</p> <p>L.4</p> <p>L.6</p>
<p>Session Three: Preparing to Meet Your Future</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Understand why it’s important to choose a career where they can be successful and develop a career plan. ▪ Practice soft skills. ▪ Recognize education and training requirements and opportunities for careers of interest. 	<p>2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p> <p>4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p>	<p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Language</p> <p>L.1</p> <p>L.3</p> <p>L.4</p> <p>L.5</p> <p>L.6</p>

JA Inspire Virtual

Session Descriptions	National Standards for Financial Literacy	Social Studies Standards	Common Core ELA
<p>Session Four: Local Business Means Opportunity</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize traits of their local economy. ▪ Identify common career clusters in their area and among JA Inspire Virtual exhibitors. ▪ Create a list of exhibitors to visit during JA Inspire Virtual. 	<p>2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p>	<p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</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>Language</p> <p>L.1 L.2 L.3 L.4 L.6</p>
<p>Session Five: Learn from the Experts</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify relevant JA Inspire Virtual speakers and webinars to attend. ▪ Note facts about the speakers and topics of webinars they will attend. ▪ Develop questions to consider when watching the speakers and webinars. 	<p>2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p>	<p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>

JA Inspire Virtual

Session Descriptions	National Standards for Financial Literacy	Social Studies Standards	Common Core ELA
<p>Session Six: Welcome to JA Inspire Virtual</p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Visit exhibits at JA Inspire Virtual. ▪ Attend speeches and webinars at JA Inspire Virtual. ▪ Complete the What I Learned section of the chart from their Learn from the Experts worksheet 	<p>1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p>	<p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p> <p>4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.</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>Language</p> <p>L.1 L.2 L.3 L.4 L.6</p>
<p>Session Seven: JA Inspire Personal Reflection</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event. ▪ Identify next steps, including exploration of high school coursework and other research. 	<p>3. People vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.</p> <p>4. People can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.</p>	<p>1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one’s strengths and areas for growth.</p> <p>1D. Develop personal responsibilities and a feeling of one’s abilities, qualities and judgment.</p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>

JA Career Exploration Fair

Session Descriptions	Social Emotional Standards	Common Core ELA
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	<p>1A. Identify emotions and related feelings in one’s self.</p> <p>1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one’s strengths and areas for growth.</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Complete one pre-fair activity (teacher-led) (optional). ▪ Express how jobs require specific interests and skills. ▪ Complete one post-fair activity (teacher-led) (optional). ▪ Complete a student evaluation, if requested. 	<p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Career Exploration Fair

Session Descriptions	Social Emotional Standards	Common Core ELA
<p>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify a future career goal. ▪ Create a personal action plan. 	<p>1C. Determine one’s strengths and areas for growth.</p> <p>1D. Develop personal responsibilities and a feeling of one’s abilities, qualities and judgment.</p> <p>5A. Develop, implement, and model effective choice making skills at school, at home, and in the community.</p>	<p>Reading for Informational Text</p> <p>RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Career Speaker Series

Session Descriptions	Social Emotional Standards	Common Core ELA
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	<p>1A. Identify emotions and related feelings in one’s self.</p> <p>1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one’s strengths and areas for growth.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	<p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	<p>1D. Develop personal responsibilities and a feeling of one’s abilities, qualities, and judgment.</p> <p>5A. Develop, implement, and model effective choice making skills at school, at home, and in the community.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 2 W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Excellence through Ethics

Session Descriptions	Social Emotional Standards	Common Core ELA
<p>Day of the Visit</p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define ethics, ethical dilemma, values, core values, and interdependence. ▪ Articulate how one's core values affects one's choices. ▪ Articulate and identify the steps necessary to make ethical decisions. ▪ Recognize that individual ethics affect the greater community. 	<p>1C. Determine one's strengths and areas for growth.</p> <p>1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.</p> <p>5A. Develop, implement, and model effective choice making skills at school, at home, and in the community.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2 SL 3 SL 4</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Reflection Activity</p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply key terms and concepts used in the volunteer-led activities. ▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. 	<p>3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.</p> <p>3B. Develop an awareness of and respect for individual differences, including cultural diversity.</p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 3</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Social Emotional Standards	Common Core ELA
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of manners as an element of professionalism. ▪ Identify language and style appropriate for the workplace. 	<p>1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one's strengths and areas for growth.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p> <p>4B. Develop and maintain positive relationships with others.</p>	<p>Reading for Informational Text RI 1 RI 4</p> <p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p>
<p>Applications and Resumes</p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify information necessary for a job application. ▪ Recognize key features and formatting of resumes. ▪ Use appropriate language for a resume. 	<p>1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).</p> <p>1C. Determine one's strengths and areas for growth.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Social Emotional Standards	Common Core ELA
<p>Interviewing for a Job</p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify appropriate content for a personal brag sheet ▪ Adapt personal information to interview situations. ▪ Develop answers to common interview questions. ▪ Recognize appropriate professional dress and demeanor for a job interview. 	<p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home, and community life.</p> <p>2B. Identify and utilize skills needed in organization and self-motivation.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>
<p>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. ▪ Identify the effects of inappropriate usage of cell phones in the workplace. ▪ Adapt cell phone behavior and functions for professional uses. ▪ Recognize and apply appropriate texting style for communicating in the workplace. 	<p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home, and community life.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 1 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Social Emotional Standards	Common Core ELA
<p>Workplace Communication</p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify and use an appropriate professional tone in workplace communication. ▪ Identify appropriate and inappropriate subjects for workplace discussion. ▪ Enable cooperative and productive group interactions. ▪ Communicate to solve problems collaboratively and respectfully. 	<p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L1 L 3 L 4 L 6</p>
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use proper spelling, grammar, and punctuation in the workplace. ▪ List best practices for effective business writing. ▪ Use clear language and appropriate style for written communication in the workplace. ▪ Identify important ideas and express them clearly and concisely in writing. 	<p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4 W5 W6</p> <p>Language</p> <p>L1 L 2 L 3 L 4 L 6</p>