



empowering young people to
own their economic success®

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

Updated November 2019
Colorado 2020 Social Studies
[Colorado Essential Skills](#)

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

Overview

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

In this document, Junior Achievement programs are correlated to the Colorado 2020 Academic Standards for Social Studies, the Personal Financial Literacy Expectations and the Colorado Essential Skills. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed. When Extended Learning Opportunities within the curriculum directly support an academic standard it is indicated by the letters ELO superscripted next to the standard.

JA Middle Grades Programs

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

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

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

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

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

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

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

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

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

JA Economics for Success

Session Descriptions	Academic 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—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge ▪ Apply their skills, interests, and values to help determine a potential career path 	<p>Colorado Essential Skills</p> <p>Personal Skills: Self-Awareness Assess personal strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset.</p>	<p>Grade 6 RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p>Grade 7 RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.2,4 SL.8.1 L.8.1,3,4</p>	NA
<p>Session Two: Be a Success</p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal-setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	<p>Colorado Essential Skills</p> <p>Civic/Interpersonal Skills: Character Demonstrate an understanding of cause and effect related to personal decisions. (</p> <p>Personal Skills: Initiative/Self-Direction Apply knowledge to set goals, make informed decisions and transfer to new contexts.</p>	<p>Grade 6 RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.3 6.NS.C.5</p>
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers ▪ Define the term income and differentiate between gross and net income ▪ Name ways to balance a budget 	<p>6.3.6.2 c Explore how consumer spending decisions and demand impact market economies.</p> <p>6.3.6.2.d Analyze how external factors might influence spending decisions for different individuals.</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>

Session Descriptions	Academic 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: The students will:</p> <ul style="list-style-type: none"> ▪ Identify the differences between debit and credit cards ▪ Explain the advantages and disadvantages of both cards ▪ Recognize the importance of taking personal responsibility for financial decisions 	<p>6.3.6.2.a Explain the roles of buyers and sellers in product, labor, and financial markets.</p> <p>Entrepreneurial Skills: Creativity/Innovation Engage in novel approaches, directions, ideas, and/or perspectives while using inquiry and primary sources.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score ▪ Explain actions that cause a credit score to go up or down 	<p>8.3.6.2.b.Explain factors that have impacted borrowing and investing over time</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p>
<p>Session Six: What’s the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk ▪ Explain how insurance provides a method to minimize financial risk ▪ Identify the opportunity cost of having insurance ▪ Assess how personal responsibility plays a part in minimizing risk 	<p>Colorado Essential Skills</p> <p>Entrepreneurial Skills: Critical Thinking/Problem Solving Interpret information and draw conclusions based on the best analysis.</p>	<p>Grade 6 SL.6.1 L.6.1,3,4</p> <p>Grade 7 SL.7.1 L.7.1,3,4</p> <p>Grade 8 SL.8.1 L.8.1,3,4</p>	<p>NA</p>

JA Global Marketplace (Blended Model)

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer ▪ Identify what a customer gains from an exchange with a business ▪ Define ethics and ethical dilemma (Deeper Look) ▪ Identify the stakeholders of a business. Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look) 	<p>6.3.5.1. a. Describe how economic systems in the Western Hemisphere (such as traditional, command, market, and mixed) allocate resources</p> <p>6.3.6.2 c. Explore how consumer spending decisions and demand impact market economies</p> <p>Colorado Essential Skills:</p> <p>Civic/Interpersonal Skills: Character Demonstrate an understanding of cause and effect related to personal financial decisions.</p> <p>Entrepreneurial Skills: Creativity/Innovation Engage in novel approaches, directions, ideas, and/or perspectives while using inquiry and primary sources.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>	NA
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers’ needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to take into account their customers’ cultural differences in order to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Colorado Essential Skills</p> <p>Personal Skills: Adaptability/Flexibility Look for and find value in different perspectives expressed by others in the Western Hemisphere.</p> <p>Civic/Interpersonal Skills: Global/Cultural Awareness Identify and explain multiple perspectives (cultural and global) when exploring economic events, ideas, and issues within the Western Hemisphere.</p> <p>Personal Skills: Adaptability/Flexibility Look for and find value in different perspectives expressed by others.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>	NA

JA Global Marketplace

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade ▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade 	<p>6.2.3.1. a .Use geographic tools to identify, locate and describe places and regions in the Western Hemisphere, to solve problems.</p> <p>6.3.5.1. b. Use economic reasoning to explain how specialization of production can result in more interdependence.</p> <p>7.2.3.1 a. Use maps and geographic tools to find patterns in human systems and/or physical features.</p> <p>7.2.3.1 b. Collect, classify, and analyze data to make geographic inferences and predictions.</p> <p>7.3.5.1. c. Explain how trade affects the production of goods and services in different regions.</p> <p>7.3.6.2. a. Define resources from an economic and personal finance perspective.</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>	<p>Mathematical Practices 2-3 6-7</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that modern countries cannot provide all the products and services that their people want and need. Therefore, businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. Students look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>6.2.3.1. b. Collect, analyze, and synthesize data from geographic tools to compare regions in the Western Hemisphere.</p> <p>6.2.3.1.c. Examine geographic sources to formulate questions and investigate responses.</p> <p>7.2.3.1 b. Collect, classify, and analyze data to make geographic inferences and predictions.</p> <p>7.3.6.2. c .Compare and contrast choices available to consumers within different cultures as they developed in the Eastern Hemisphere throughout history.</p> <p>8.2.3.1 c. Recognize the patterns and networks of economic interdependence.</p> <p>8.3.4.1. a. Give examples of international and regional differences in resources, productivity, and costs that provide a basis for trade.</p> <p>Colorado Essential Skills Critical Thinking Interpret information and draw conclusions using demographic information based on the best analysis to understand patterns of change in human and physical systems.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-4 L.6.6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4 L.7.6</p> <p>Grade 8 RI.8.1 RI.6.4 SL.8.1-2 L.8.1 L.8.3-4 L.8.6</p>	<p>Grade 6 6.NSA.3 6.RP.3</p> <p>Grade 7 7.RP.2 7.NS.3</p> <p>Mathematical Practices 1- 2 4-7</p>

JA Global Marketplace

Session Details	Academic Standards	Common Core ELA	Common Core Math
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Identify examples of trade barriers Analyze the consequences of trade barriers on businesses, employees, and customers Explain why balance of trade matters to businesses, customers, and employees 	<p>8.3.4.1. c. Explain effects of domestic policies on international trade.</p> <p>8.3.4.1.d.Explain why nations sometimes restrict trade by using quotas, tariffs, and nontariff barriers.</p> <p>Colorado Essential Skills</p> <p>Civic Interpersonal Skills: Global/Cultural Awareness Plan and evaluate complex solutions to global challenges, within the Western Hemisphere, which are appropriate to their contexts using multiple disciplinary perspectives, such as cultural, historical, and scientific.</p> <p>Character Demonstrate an understanding of cause and effect related to personal decisions.</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>	<p>Mathematical Practices 2-3 6-7</p>
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Define currency and exchange rate Recognize that different countries have different forms of currency Recognize that each currency has a different value, which is determined through a variable exchange rate 	<p>6.3.6.2 d. Analyze how external factors might influence spending decisions for different individuals.</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>	<p>Grade 6 6.RP.3 6.EE.4 6.NS.3</p> <p>Grade 7 7.RP.2 7.NS.3</p> <p>Mathematical Practices 1-7</p>
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages Express specific steps that would need to be taken to obtain work in another country Recognize the value of a second language for future job opportunities 	<p>Colorado Essential Skills</p> <p>Personal Skills: Initiative/Self-Direction Apply knowledge to set goals, make informed decisions and transfer to new contexts.</p> <p>Personal Skills: Self-Awareness Assess personal strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset.</p> <p>Entrepreneurial Skills: Risk-Taking Innovate from failure, connect learning across domains, and recognize new opportunities.</p>	<p>Grade 6 RI.6.1,4,7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1,4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>	<p>NA</p>

JA It's My Business! (Blended Model)

Session Details	Academic Standards	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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship ▪ Describe the relationship between a business and its products and service ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves 	<p>SS.6.1.2.2 a. Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times.</p> <p>Colorado Essential Skills</p> <p>Task/Time Management- Demonstrate task-management attributes associated with producing high-quality products</p> <p>Career Awareness- Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.</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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define market and need ▪ Explain the importance of identifying market and need when developing new product or service ideas 	<p>SS.6.1.2.2 a. Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times.</p> <p>Colorado Essential Skills</p> <p>Informed Risk Taking- Innovate from failure, connect learning across domains and recognize new opportunities</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation, and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea 	<p>Innovation- Engage in novel approaches, moves, directions, ideas and/or perspectives.</p> <p>Collaboration- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1,4,7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

Session Details	Academic Standards	Common Core ELA
<p>Session Four: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Represent a product idea and its features by using rough sketches and drawings ▪ Recognize sketches as an important first step in the prototype process 	<p>Colorado Essential Skills</p> <p>Innovation- Engage in novel approaches, moves, directions, ideas and/or perspectives.</p> <p>Inquiry/Analysis-Test hypotheses/prototype with planned process for getting feedback</p>	<p>Grade 6 RI.6.1,4,7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1,4,7 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-5</p>
<p>Session Five: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process ▪ Describe multiple types of survey questions 	<p>Colorado Essential Skills</p> <p>Critical Thinking- Make connections between information gathered and personal experiences to apply and/or test solutions</p> <p>Inquiry/Analysis-Test hypotheses/prototype with planned process for getting feedback</p>	<p>Grade 6 RI.6.4,7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4,7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements that make a strong pitch presentation ▪ Work together to create and deliver a product pitch for potential funding 	<p>Colorado Essential Skills</p> <p>Communication- Establish goals for communication and plan out steps accordingly</p> <p>Communication Technologies- Evaluate information through the use of technologies</p> <p>Self-Advocacy- Demonstrate confidence in sharing ideas/feelings</p>	<p>Grade 6 RI.6.4,7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p>Grade 7 RI.7.4,7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

JA It's My Future Blended Model

Session Details	Colorado Essential Skills	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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career ▪ Design a logo that expresses their personal brand 	<p>Self-Awareness- Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset.</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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define careers cluster. ▪ Identify jobs in specific career clusters to explore further ▪ Recognize the interconnectivity and value of all types of jobs 	<p>Initiative/Self Direction- Apply knowledge to set goals, make informed decisions and transfer to new contexts</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>
<p>Session Three: High-Growth Careers</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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high- growth rates ▪ Consider a variety of factors when selecting a career 	<p>Perseverance/Resilience- Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 L.8.1,3,4</p>

Session Details	Colorado Essential Skills	Common Core ELA
<p>Session Four: Career Mapping</p> <p>Students see how early experiences can build transferable skills that contribute to future job success. They look at the lives of celebrities, focusing on the life experiences that led to their success. They learn about career maps by examining a sample and then create their own.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to explore further ▪ Plan significant milestones they need to reach to earn a particular job 	<p>Adaptability- Look for and value in different perspectives expressed by others</p> <p>Communication- Establish goals for communication and plan out steps accordingly</p> <p>Task/Time Management- Demonstrate task-management attributes associated with producing high-quality products</p> <p>Career Awareness- Pursue a path of inquiry initiated by personal connections to careers and other life pursuits</p>	<p>Grade 6 RI.6.4,7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basics of looking, applying, and interviewing for a job. They learn the fundamentals of creating a resume and engage in a simulation in which they identify appropriate skills for various jobs and decide on where to highlight those skills on a resume.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. 	<p>Critical Thinking- Make connections between information gathered and personal experiences to apply and/or test solutions</p> <p>Self -Advocacy- Demonstrate confidence in sharing ideas/feelings</p> <p>Leadership- Demonstrate confidence in sharing ideas/feelings</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p>Session Six: Soft Skills</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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define and differentiate between technical skills and soft skills ▪ Identify specific soft skills they already possess and those they need to improve 	<p>Personal Responsibility- Regulate one’s emotions, thoughts and behaviors in different situations</p> <p>Information Literacy- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

JA Career Exploration Fair

Session Descriptions	Academic Standards	CO Essential Skills	Common Core ELA
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	<p>NA</p>	<p>Self Awareness- Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a 'growth mindset</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Complete one pre-fair activity (teacher-led) (optional). ▪ Rotate to a station, table, or room to hear seven presentations the day of the fair. ▪ Complete one post-fair activity (teacher-led) (optional). ▪ Complete a student evaluation, if requested. 	<p>Disciplinary, Information, and Media Literacy: Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.</p> <p>SS.6.1.2.2 a. Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times.</p>	<p>Initiative/Self Direction- Apply knowledge to set goals, make informed decisions and transfer to new contexts</p> <p>Perseverance/Resilience- Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course</p> <p>Adaptability- Look for and value different perspectives expressed by 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>
<p>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify a future career goal. ▪ Create a personal action plan. 	<p>NA</p>	<p>Critical Thinking- Make connections between information gathered and personal experiences to apply and/or test solutions</p>	<p>Reading for Informational Text RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Career Speaker Series

Session Descriptions	Academic Standards	CO Essential Skills	Common Core ELA
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	NA	<p>Self Awareness- Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	SS.6.1.2.2 a. Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times.	<p>Adaptability- Look for and value in different perspectives expressed by others</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	NA	<p>Initiative/Self Direction- Apply knowledge to set goals, make informed decisions and transfer to new contexts</p> <p>Career Awareness- Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 2 W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Excellence through Ethics

Session Descriptions	Academic Standards	CO Essential Skills	Common Core ELA
<p>Day of the Visit</p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define ethics, ethical dilemma, values, core values, and interdependence. ▪ Articulate how one's core values affects one's choices. ▪ Articulate and identify the steps necessary to make ethical decisions. ▪ Recognize that individual ethics affect the greater community. 	<p>SS.7.4.7.1.a Describe civic virtues and principles that guide governments and societies.</p> <p>Disciplinary, Information, and Media Literacy:</p> <p>2.Communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology in an effective manner.</p>	<p>Self-Awareness- Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a 'growth mindset</p> <p>Personal Responsibility- Regulate one's emotions, thoughts and behaviors in different situations</p> <p>Character apply ethical perspectives/ concepts to an ethical question/ situation/ scenario</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2 SL 3 SL 4</p> <p>Writing W 4</p> <p>Language L 3 L 4 L 6</p>
<p>Reflection Activity</p> <p>Students will reflect and discuss what they've learned after interacting with a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Apply key terms and concepts used in the volunteer-led activities. ▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. 	<p>Disciplinary, Information, and Media Literacy:</p> <p>2.Communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology in an effective manner.</p>	<p>Initiative/Self Direction- Apply knowledge to set goals, make informed decisions and transfer to new contexts</p> <p>Collaboration- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p> <p>Critical Thinking- Make connections between information gathered and personal experiences to apply and/or test solutions</p>	<p>Speaking and Listening SL 1 SL 2 SL 3</p> <p>Language L 3 L 4 L 6</p>

JA Inspire

Session Descriptions	Academic Standards	CO Essential Skills	Common Core ELA
<p>Session One: Career Planning Starts with You</p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks. .</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters that match their skills and interests. ▪ Assess their soft skills and identify need for improvement. ▪ Identify industries and jobs that offer opportunities. 	<p>NA</p>	<p>Self-Awareness- Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>Session Two: Making the Most of JA Inspire</p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify companies that they want to learn more about at the JA Inspire event. Three is a good number. ▪ Prepare questions that they want to ask and practice asking them. ▪ Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer, and helps to connect them with the company volunteers. ▪ Express their expectations of the upcoming event. 	<p>Disciplinary, Information, and Media Literacy: Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.</p>	<p>Perseverance/Resilience- Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course</p> <p>Communication- Establish goals for communication and plan out steps accordingly</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	Academic Standards	CO Essential Skills	Common Core ELA
<p>Session Three: JA Inspire Event</p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Make connections with adults who have jobs in careers that interest them. ▪ See the connection between high school programming choices and careers. ▪ Collect information about the education required to be successful in a job. ▪ Practice soft skills. 	<p>SS.6.1.2.2 a. Explain how people, products, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times.</p>	<p>Initiative/Self Direction- Apply knowledge to set goals, make informed decisions and transfer to new contexts</p> <p>Collaboration- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p> <p>Civic Engagement participate in social or community activities</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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event. ▪ Identify next steps, including exploration of high school coursework and other research. ▪ Understand relevant business communication practices. 	<p>NA</p>	<p>Critical Thinking- Make connections between information gathered and personal experiences to apply and/or test solutions</p> <p>Career Awareness- Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.</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 It's My Job (Soft Skills)

Session Descriptions	Academic Standards	CO Essential Skills	Common Core ELA
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of manners as an element of professionalism. ▪ Identify language and style appropriate for the workplace. 	<p>Disciplinary, Information, and Media Literacy:</p> <p>2. Communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology in an effective manner.</p>	<p>Self-Awareness- Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a 'growth mindset</p> <p>Information Literacy- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p> <p>Communication- Establish goals for communication and plan out steps accordingly</p>	<p>Reading for Informational Text RI 1 RI 4</p> <p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p>
<p>Applications and Resumes</p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify information necessary for a job application. ▪ Recognize key features and formatting of resumes. ▪ Use appropriate language for a resume. 	<p>Disciplinary, Information, and Media Literacy</p> <p>3. Use content-specific technology tools to support learning and research.</p>	<p>Communication Technologies- Evaluate information through the use of technologies</p> <p>Communication- Establish goals for communication and plan out steps accordingly</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	CO Essential Skills	Common Core ELA
<p>Interviewing for a Job</p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify appropriate content for a personal brag sheet ▪ Adapt personal information to interview situations. ▪ Develop answers to common interview questions. ▪ Recognize appropriate professional dress and demeanor for a job interview. 	<p>Disciplinary, Information, and Media Literacy:</p> <p>2. Communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology in an effective manner.</p>	<p>Communication- Establish goals for communication and plan out steps accordingly</p> <p>Self-Advocacy- Demonstrate confidence in sharing ideas/feelings</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language L1 L 2 L 3 L 4 L 6</p>
<p>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. ▪ Identify the effects of inappropriate usage of cell phones in the workplace. ▪ Adapt cell phone behavior and functions for professional uses. ▪ Recognize and apply appropriate texting style for communicating in the workplace. 	<p>Disciplinary, Information, and Media Literacy</p> <p>3. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.</p>	<p>Communication- Establish goals for communication and plan out steps accordingly</p> <p>Communication Technologies- Evaluate information through the use of technologies</p> <p>Leadership- demonstrate confidence while recognizing that personal actions impact others</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language L1 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards	CO Essential Skills	Common Core ELA
<p>Workplace Communication</p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and use an appropriate professional tone in workplace communication. ▪ Identify appropriate and inappropriate subjects for workplace discussion. ▪ Enable cooperative and productive group interactions. ▪ Communicate to solve problems collaboratively and respectfully. 	<p>Disciplinary, Information, and Media Literacy</p> <p>3. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.</p>	<p>Communication- Establish goals for communication and plan out steps accordingly</p> <p>Personal Responsibility- Regulate one’s emotions, thoughts and behaviors in different situations</p> <p>Adaptability- Look for and value in different perspectives expressed by others</p> <p>Collaboration- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language L1 L 3 L 4 L 6</p>
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Use proper spelling, grammar, and punctuation in the workplace. ▪ List best practices for effective business writing. ▪ Use clear language and appropriate style for written communication in the workplace. ▪ Identify important ideas and express them clearly and concisely in writing. 	<p>Disciplinary, Information, and Media Literacy</p> <p>2. Communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology in an effective manner.</p> <p>3. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.</p>	<p>Communication- Establish goals for communication and plan out steps accordingly</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4 W5 W6</p> <p>Language L1 L 2 L 3 L 4 L 6</p>