



**Junior  
Achievement®**



empowering young people to  
own their economic success®

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

Updated October 2020, (2021)

[Financial Literacy Standards](#)

[CTAE Foundation Skills](#)

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 Georgia Social Studies Standards and the CTAE Foundational Skills, 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](#)<sup>®</sup> provides practical information about personal finance and the importance of identifying education and career goals based on a student's skills, interests, and values.

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

[JA Career Speakers Series](#)<sup>TM</sup> 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](#)<sup>TM</sup> 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](#)<sup>TM</sup> (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	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA	Common Core Math
<p><b>Session One: Mirror, Mirror</b> Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p><b>Objectives:</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use personal reflection to explain self-knowledge</li> <li>Apply their skills, interests, and values to help determine a potential career path</li> </ul>	<p>SS6E13 Understand that a basic principle of effective personal money management is to live within one's income. a. Understand that income is received from work and is limited.</p> <p><b>Information Processing Skills</b> 1. Compare similarities and differences</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p> <p>CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.</p> <p>CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations</p>	<b>Grade 6</b> RI.6.2,4,7 SL.6.1-2 L.6.1,3,4  <b>Grade 7</b> RI.7.2,4 SL.7.1,2 L.7.1,3,4  <b>Grade 8</b> RI.8.2,4 SL.8.1 L.8.1,3,4	NA
<p><b>Session Two: Be a Success</b> Students learn how to set goals for their financial future. They play the "Be A Success Game" to see the connection between personal finance, education, and careers.</p> <p><b>Objectives:</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the connection between goal setting, personal finance, education, and career choices</li> <li>Apply decision making to education and career choices</li> </ul>	<p><b>Personal Financial Literacy</b> SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p> <p><b>Social Studies</b> SS6E13 Understand that a basic principle of effective personal money management is to live within one's income. a. Understand that income is received from work and is limited.</p> <p><b>Information Processing Skills</b> 11 Draw conclusions and make generalizations</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p> <p>CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p>	<b>Grade 6</b> RI.6.4 SL.6.1,2 L.6.1,3,4  <b>Grade 7</b> RI.7.4 SL.7.1,2 L.7.1,3,4  <b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4	<b>Grade 6</b> 6.NS3 6.NS.C.5  <b>Grade 7</b> 6.NS.B.3 6.NS.C.5  <b>Grade 7</b> 7.RP.A.3
<p><b>Session Three: Keeping Your Balance</b> Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> <p><b>Objectives:</b> <b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize that a balanced budget is important for all workers</li> <li>Define the term income and differentiate between gross and net income</li> <li>Name ways to balance a budget</li> </ul>	<p><b>Personal Financial Literacy</b> SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p> <p>SSPFL2 Describe how budgeting and actively reviewing finances can be used to allocate scarce income.</p> <p><b>Social Studies</b> SS6E13 b. Understand that a budget is a tool to plan the spending and saving of income.</p> <p>SS8E3 Explain the principles of effective personal money management.</p> <p>a. Explain that income is the starting point for personal financial management.</p> <p><b>Information Processing Skills</b> 9. Construct charts and tables</p>	<p>CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.</p> <p>CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.</p>	<b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4  <b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4  <b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4	<b>Grade 6</b> 6.NS.B.3 6.NS.C.5  <b>Grade 7</b> 7.RP.A.3

# JA Economics for Success

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA	Common Core Math
<p><b>Session Four: Savvy Shopper</b>            Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the differences between debit and credit cards</li> <li>Explain the advantages and disadvantages of both cards</li> <li>Recognize the importance of taking personal responsibility for financial decisions</li> </ul>	<p><b>Personal Financial Literacy</b>            SSPFL3 Evaluate different methods for paying for goods and services.</p> <p><b>Social Studies</b>            SS6E13 c. Understand the reasons and benefits of saving.            d. Understand the uses and costs of credit.</p> <p><b>Information Processing Skills</b>            1. Compare similarities and differences</p>	CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.	<b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4  <b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4  <b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4	<b>Grade 6</b> 6.NS.B.3 6.NS.C.5  <b>Grade 7</b> 7.RP.A.3
<p><b>Session Five: Keeping Score</b>            Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the favorable or unfavorable consequences of a high or low personal credit score</li> <li>Explain actions that cause a credit score to go up or down</li> </ul>	<p><b>Personal Financial Literacy</b>            SSPFL5 Describe the importance of credit and having a favorable credit score.</p> <p><b>Social Studies</b>            SS6E13 d. Understand the uses and costs of credit.</p> <p><b>Information Processing Skills</b>            3. Identify issues and/or problems and alternative solutions            4. Distinguish between fact and opinion</p>	CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.  CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.	<b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1,3,4  <b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4  <b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4	<b>Grade 6</b> 6.NS.B.3 6.NS.C.5
<p><b>Session Six: What's the Risk?</b>            Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explore the cost and consequence of risk</li> <li>Explain how insurance provides a method to minimize financial risk</li> <li>Identify the opportunity cost of having insurance</li> <li>Assess how personal responsibility plays a part in minimizing risk</li> </ul>	<p><b>Personal Financial Literacy</b>            SSPFL9 Describe how insurance and other risk-management strategies protect against financial loss.</p> <p><b>Information Processing Skills</b>            5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p>	CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.	<b>Grade 6</b> SL.6.1 L.6.1,3,4  <b>Grade 7</b> SL.7.1 L.7.1,3,4  <b>Grade 8</b> SL.8.1 L.8.1,3,4	NA

# JA Global Marketplace

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session One: Business and Customer</b></p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify what a business gains from an exchange with a customer</li> <li>▪ Identify what a customer gains from an exchange with a business</li> <li>▪ Define ethics and ethical dilemma (Deeper Look)</li> <li>▪ Identify the stakeholders of a business.</li> <li>▪ Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)</li> </ul>	<p><b>Social Studies</b></p> <p><b>Grade 6</b> SS6E7 The student will describe factors that influence economic growth and examine their presence or absence [in Europe.]</p> <p><b>Grade 8</b> SS8E2 The student will explain the benefits of free trade.</p> <p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> </ol>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p><b>Session Two: Business and Culture</b></p> <p>Students learn that businesses must understand cultural differences to meet customers' needs and make a profit in different countries.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify business-related, cultural differences throughout the world</li> <li>▪ Explain the need for international businesses to consider their customers' cultural differences to provide for the customer and make a profit</li> <li>▪ Identify cultural differences throughout the world that affect social interaction and communication</li> </ul>	<p><b>Social Studies</b></p> <p><b>Grade 6</b> SS6G4/SS6G11 The student will describe the cultural characteristics of people [who live in Latin America, the Caribbean and Europe.] MSCA6-3: c) Show respect for all kinds of human diversity. e) Recognize the importance of positive work ethics in relation to success</p> <p><b>Grade 7</b> SS7G4 SS7G8/ SS7G12 The student will describe the diverse cultures of the people [who live in Africa and Asia.]</p> <p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> </ol>	<p>CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> 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 Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session Three: Global Trade</b></p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify reasons why countries trade</li> <li>Demonstrate that countries benefit more from trade than from trying to meet all their own needs</li> <li>Apply key terms related to trade.</li> <li>Describe how improvements in technology can influence international trade</li> </ul>	<p><b>Social Studies</b></p> <p><b>Grade 6</b></p> <p>SS6E2a. Explain how specialization encourages trade between countries.</p> <p>SS6E3c. Describe the role of natural resources in a country's economy.</p> <p>SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution [on Europe.]</p> <p><b>Grade 7</b></p> <p>SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution [in Africa].</p> <p>SS7E2a. Explain how specialization encourages trade between countries</p> <p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>Distinguish between fact and opinion</li> <li>Identify and use primary and secondary sources</li> </ol>	<p>CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.</p>	<p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>
<p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define specialization</li> <li>Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs</li> <li>Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country</li> </ul>	<p><b>Social Studies</b></p> <p><b>Grade 6</b></p> <p>SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.</p> <p>MSCA6-1: a) Identify reasons why individuals work . b) Compare and contrast jobs vs. careers.</p> <p><b>Grade 7</b></p> <p>SS7E7 The student will describe factors that influence economic growth and examine their presence or absence [in Israel, Saudi Arabia, and Iran.]</p> <p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>Compare similarities and differences</li> <li>Identify issues and/or problems and alternative solutions</li> <li>Identify and use primary and secondary sources</li> <li>Interpret timelines, charts, and tables</li> <li>Draw conclusions and make generalizations</li> </ol>	<p>CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p>	<p><b>ELA</b> <b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p><b>MATH</b> 6.NSA.3 6.RP.3 7.RP.2 7.NS.3</p> <p><b>Mathematical Practices</b> 1-2 4-7</p>

# JA Global Marketplace

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session Five: Trade Barriers</b></p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify examples of trade barriers</li> <li>Analyze the consequences of trade barriers on businesses, employees, and customers</li> <li>Explain why balance of trade matters to businesses, customers, and employees</li> </ul>	<p><b>Social Studies</b></p> <p>SS6E11 Give examples of how voluntary trade benefits buyers and sellers in Australia.</p> <p>a. Explain how specialization makes trade possible between countries.</p> <p>b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.</p> <p><b>Information Processing Skills</b></p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>11 Draw conclusions and make generalizations</p>	<p>CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.</p>	<p><b>ELA Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7. 4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>
<p><b>Session Six: Currency</b></p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define currency and exchange rate</li> <li>Recognize that different countries have different forms of currency</li> <li>Recognize that each currency has a different value, which is determined through a variable exchange rate</li> </ul>	<p><b>Social Studies</b></p> <p><b>Grade 6</b></p> <p>SS6E1 The student will analyze different economic systems.</p> <p>SS6E2.d. Explain why international trade requires a system for exchanging currencies between nations.</p> <p><b>Grade 7</b></p> <p>SS7E2.b. Explain why international trade requires a system for exchanging currencies between nations.</p> <p>SSPFL3 Evaluate different methods for paying for goods and services.</p> <p><b>Information Processing Skills</b></p> <p>1. Compare similarities and differences</p> <p>6. Identify and use primary and secondary sources</p> <p>7. Interpret timelines, charts, and tables</p> <p>8. Identify social studies reference resources to use for a specific purpose</p> <p>10. Analyze artifacts</p>	<p>CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.</p>	<p><b>ELA Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>

# JA Global Marketplace

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA		
<p><b>Session Seven: Global Workforce</b>            Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages</li> <li>▪ Express specific steps that would need to be taken to obtain work in another country</li> <li>▪ Recognize the value of a second language for future job opportunities</li> </ul>	<p><b>Social Studies</b></p> <p><b>Grade 6</b>            SS6E2b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.            SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.</p> <p><b>Grade 7</b>            SS7E6 Explain how specialization encourages trade between countries.            SS7E9a. Explain how specialization encourages trade between countries.</p> <p><b>Personal Financial Literacy</b>            SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p> <p><b>Information Processing Skills</b>            1. Compare similarities and differences            3. Identify issues and/or problems and alternative solutions            4. Distinguish between fact and opinion            5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</p>	CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.	<b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6	<b>Grade 7</b> RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6	<b>Grade 8</b> RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6

# JA It's My Business!

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session One: Entrepreneurs</b>            Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship and social entrepreneurship</li> <li>▪ Describe the relationship between a business and its products and service</li> <li>▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves</li> </ul>	<p><b>Social Studies</b>  <b>Grade 6</b>            SS6E3.d Describe the role of entrepreneurship.</p> <p><b>Grade 7</b>            SS7E3.d Describe the role of entrepreneurship.</p> <p><b>Personal Financial Literacy</b>            SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p> <p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>4. Distinguish between fact and opinion</li> <li>11 Draw conclusions and make generalizations</li> </ol>	CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.	<b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1-6
<p><b>Session Two: Market and Need</b>            Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define market and need</li> <li>▪ Explain the importance of identifying market and need when developing new product or service ideas</li> </ul>	<p><b>Basic Skills of Marketing</b>            MSMSS6-2: Students will investigate and implement basic economic concepts.            2c. Define a free market economy. 2d. Explain marketing's role in a free market economy.            MSMSS6-3: Students will examine the relationship between entrepreneurship and marketing.</p> <p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>3. Identify issues and/or problems and alternative solutions</li> <li>4. Distinguish between fact and opinion</li> </ol>	CTAE-FS-5 Information Technology Applications: Learners use multiple information Technology devices to access, organize process, transmit, and communicate information. CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information. CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.	<b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6

# JA It's My Business!

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session Three: Innovative Ideas</b>            Students learn about innovative idea generation and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business</li> <li>Participate in creative idea generation, from brainstorming to defending and selecting an idea</li> </ul>	<p><b>Basic Skills of Marketing</b>            MSMSS6-1: Students will define marketing and show how marketing fits into their daily lives.</p> <p><b>Information Processing Skills</b></p> <ul style="list-style-type: none"> <li>Identify issues and/or problems and alternative solutions</li> <li>Determine adequacy of information</li> <li>Check for consistency of information</li> </ul>	<p>CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in Collaborating with others to accomplish organizational goals and objectives.</p> <p>CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.</p> <p>CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.</p>	<b>Grade 6</b> RI.6.1 RI. 6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6
<p><b>Session Four: Testing the Market</b>            Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of market research in the product development process</li> <li>Describe multiple types of survey questions</li> </ul>	<p><b>Information Processing Skills</b></p> <ul style="list-style-type: none"> <li>Identify issues and/or problems and alternative solutions</li> <li>Distinguish between fact and opinion</li> <li>Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>Draw conclusions and make generalizations</li> <li>Formulate appropriate research questions</li> <li>Determine adequacy of information</li> <li>Check for consistency of information</li> </ul>	<p>CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.</p> <p>CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.</p>	<b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6

# JA It's My Business!

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session Five: Design and Prototype</b>            Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Represent a product idea and its features by using rough sketches and drawings</li> <li>Recognize sketches as an important first step in the prototype process</li> </ul>	<p><b>Basic Skills of Marketing</b>            MSMSS6-1: Students will define marketing and show how marketing fits into their daily lives.            MSMSS6-4: Students will conduct market research and explain the value of market research to a business.</p> <p><b>Information Processing Skills</b>            3. Identify issues and/or problems and alternative solutions</p>	CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.	<b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6
<p><b>Session Six: Seek Funding</b>            Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the elements that make a strong pitch presentation</li> <li>Work together to create and deliver a product pitch for potential funding</li> </ul>	<p><b>Personal Financial Literacy</b>            SSPFL3 Evaluate different methods for paying for goods and services.</p> <p><b>Basic Skills of Marketing</b>            MSMSS6-3:g. Define start-up capital and determine ways to generate capital to start a business.            MSMSS6-5: The student will use technology to develop and deliver formal presentations.</p>	CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace. CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.	<b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4

# JA It's My Future

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session One: My Brand</b></p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the elements of a brand</li> <li>Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career</li> <li>Design a logo that expresses their personal brand</li> </ul>	<p><b>Information Processing Skills</b></p> <p>1. Compare similarities and differences</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information</p> <p>CTAE-FS-5 Information Technology Applications: Learners use multiple information Technology devices to access, organize process, transmit, and communicate information.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI. 8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p><b>Session Two: Career Paths and Clusters</b></p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers cluster.</li> <li>Identify jobs in specific career clusters to explore further</li> <li>Recognize the interconnectivity and value of all types of jobs</li> </ul>	<p><b>Social Studies</b></p> <p>SS6E13 (SS7E10) Understand that a basic principle of effective personal money management is to live within one's income. a. Understand that income is received from work and is limited</p> <p><b>Personal Financial Literacy</b></p> <p>SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p> <p><b>Information Processing Skills</b></p> <p>1. Compare similarities and differences 7. Interpret timelines, charts, and tables 8. Identify social studies reference resources to use for a specific purpose</p>	<p>CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.</p> <p>CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in Collaborating with others to accomplish organizational goals and objectives.</p> <p>CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.</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><b>Session Three: High-Growth Careers</b></p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify specific careers that are forecast to have high- growth rates</li> <li>Consider a variety of factors when selecting a career</li> </ul>	<p><b>Social Studies</b></p> <p>SS6E13 (SS7E10) Understand that a basic principle of effective personal money management is to live within one's income. a. Understand that income is received from work and is limited</p> <p><b>Personal Financial Literacy</b></p> <p>SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p> <p><b>Information Processing Skills</b></p> <p>Compare similarities and differences 8. Identify social studies reference resources to use for a specific purpose</p>	<p>CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.</p> <p>CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.</p>	<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>

# JA It's My Future

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session Four: Career Mapping</b></p> <p>Students learn how early experiences can build transferable skills that contribute to future job success.</p> <p>Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify jobs in specific career clusters that they would like to explore further</li> <li>Plan significant milestones they need to reach to earn a particular job</li> </ul>	<p><b>Social Studies</b></p> <p>SS6E13 Understand that a basic principle of effective personal money management is to live within one's income. a. Understand that income is received from work and is limited</p> <p>SS7E10 Understand that a basic principle of effective personal money management is to live within one's income. a. Understand that income is received from work and is limited.</p> <p><b>Information Processing Skills</b></p> <p>2. Organize items chronologically 7. Interpret timelines, charts, and tables 8. Construct charts and tables</p>	<p>CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and Employment relations.</p> <p>CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>
<p><b>Session Five: On the Hunt</b></p> <p>Students are introduced to the basics of looking for and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</li> <li>Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>Recognize the basic construction of a resume and skills that should be highlighted on a resume.</li> </ul>	<p><b>Information Processing Skills</b></p> <p>4. Distinguish between fact and opinion 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. Identify and use primary and secondary sources</p>	<p>CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.</p> <p>CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.</p> <p>CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>

# JA It's My Future

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session Six: Soft Skills</b>            Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define and differentiate between technical skills and soft skills</li> <li>▪ Identify specific soft skills they already possess and those they need to improve</li> </ul>	<p><b>Information Processing Skills</b></p> <p>4. Distinguish between fact and opinion            5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context            11 Draw conclusions and make generalizations</p>	<p>CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.            CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.</p>	<p><b>Grade 6</b>            RI.6.4,7            SL.6.1-2            SL.6.4-5            L.6.1-6</p> <p><b>Grade 7</b>            RI.7.4            SL.7.1-2            SL.7.4-5            L.7.1-6</p> <p><b>Grade 8</b>            RI.8.4            SL.8.1-2            SL.8.4-5            L.8.1-6</p>

# JA Inspire

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session One: Career Planning Starts with You</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize career clusters that match their skills and interests.</li> <li>Assess their soft skills and identify need for improvement.</li> <li>Identify industries and jobs that offer opportunities.</li> </ul>	<p><b>Social Studies</b></p> <p>SS6E13 (SS7E10) Understand that a basic principle of effective personal money management is to live within one's income.</p> <p>a. Understand that income is received from work and is limited</p> <p><b>Personal Financial Literacy</b></p> <p>SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p> <p>SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>Session Two: Making the Most of JA Inspire</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify companies that they want to learn more about at the JA Inspire event. Three is a good number.</li> <li>Prepare questions that they want to ask and practice asking them.</li> <li>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.</li> <li>Express their expectations of the upcoming event.</li> </ul>	<p><b>Information Processing Skills</b></p> <p>14. Formulate appropriate research questions</p> <p>15. Determine adequacy and/or relevancy of information</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7 W 8</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>Session Three: JA Inspire Event</b></p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Make connections with adults who have jobs in careers that interest them.</li> <li>See the connection between high school programming choices and careers.</li> <li>Collect information about the education required to be successful in a job.</li> <li>Practice soft skills.</li> </ul>	<p><b>Information Processing Skills</b></p> <p>1. Compare similarities and differences</p> <p>4. Distinguish between fact and opinion</p> <p>16. Check for consistency of information</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p> <p>CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions</p> <p>CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Inspire

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session Four: Debrief and Next Steps</b>            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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event.</li> <li>▪ Identify next steps, including exploration of high school coursework and other research.</li> <li>▪ Understand relevant business communication practices.</li> </ul>	<p><b>Information Processing Skills</b>            11 Draw conclusions and make generalizations</p>	<p>CTAE-FS-3 Communications:            Learners use various communication skills in expressing and interpreting information.</p>	<p><b>Reading for Informational Text</b>            RI 1            RI 4            RI 7</p> <p><b>Speaking and Listening</b>            SL 1            SL 2</p> <p><b>Writing</b>            W 3            W 4            W 5</p> <p><b>Language</b>            L 3            L 4            L 6</p>

# JA Career Exploration Fair

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Pre-Fair Session: What Sets You Apart?</b> Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Differentiate between abilities (skills) and values.</li> <li>▪ Identify their personal characteristics.</li> </ul>	<p><b>Information Processing Skills</b></p> <p>1. Compare similarities and differences</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>The Day of the Fair</b> Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Complete one pre-fair activity (teacher-led) (optional).</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Complete one post-fair activity (teacher-led) (optional).</li> <li>▪ Complete a student evaluation, if requested.</li> </ul>	<p><b>Social Studies</b> SS6E13 Understand that a basic principle of effective personal money management is to live within one's income. a. Understand that income is received from work and is limited</p> <p><b>Information Processing Skills</b></p> <p>10. Analyze artifacts 11 Draw conclusions and make generalizations 12. Analyze graphs and diagrams</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p> <p>CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions</p> <p>CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Career Exploration Fair

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Post-Fair Session</b>            Students reflect on their JA Career Exploration Fair experiences.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify a future career goal.</li> <li>▪ Create a personal action plan.</li> </ul>	<p><b>Social Studies</b>            SS6E13 (SS7E10) Understand that a basic principle of effective personal money management is to live within one's income.            a. Understand that income is received from work and is limited</p> <p><b>Personal Financial Literacy</b>            SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p>	CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.	<p><b>Reading for Informational Text</b>            RI 2            RI 4            RI 5            RI 7</p> <p><b>Speaking and Listening</b>            SL 1            SL 2</p> <p><b>Writing</b>            W 4            W 7</p> <p><b>Language</b>            L 3            L 4            L 6</p>

# JA Career Speaker Series

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Session One: Before the Event</b>            Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests.</li> <li>Recognize Career Clusters</li> <li>Recall future high-demand occupations</li> </ul>	<p><b>Information Processing Skills</b></p> <p>14. Formulate appropriate research questions            15. Determine adequacy and/or relevancy of information</p>	CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.	<b>Reading for Informational Text</b> RI 1 RI 4 RI 7  <b>Speaking and Listening</b> SL 1 SL 2  <b>Writing</b> W 4 W 7  <b>Language</b> L 3 L 4 L 6
<p><b>Session Two: During the Event</b>            Students learn about the guest speaker's job experiences and stories, ask questions, and take notes.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice active listening skills.</li> <li>Equate job responsibilities with skills and interests</li> </ul>	<p><b>Information Processing Skills</b></p> <p>10. Analyze artifacts            11 Draw conclusions and make generalizations            12. Analyze graphs and diagrams</p>	CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information. CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions	<b>Speaking and Listening</b> SL 1 SL 2  <b>Writing</b> W 4 W 7  <b>Language</b> L 3 L 4 L 6
<p><b>Session Three: After the Event</b>            Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize Career Clusters</li> </ul>	<p><b>Social Studies</b></p> <p>SS6E13 (SS7E10) Understand that a basic principle of effective personal money management is to live within one's income. a. Understand that income is received from work and is limited</p> <p><b>Personal Financial Literacy</b></p> <p>SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.</p>	CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information. CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	<b>Speaking and Listening</b> SL 1 SL 2  <b>Writing</b> W 2 W 4 W 7  <b>Language</b> L 3 L 4 L 6

# JA Excellence through Ethics

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Day of the Visit</b>            Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define ethics, ethical dilemma, values, core values, and interdependence.</li> <li>▪ Articulate how one's core values affects one's choices.</li> <li>▪ Articulate and identify the steps necessary to make ethical decisions.</li> <li>▪ Recognize that individual ethics affect the greater community.</li> </ul>	<p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>3. Identify issues and/or problems and alternative solutions</li> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. Identify and use primary and secondary sources</li> </ol>	CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information. CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions	<b>Reading for Informational Text</b> RI 1 RI 4 RI 7  <b>Speaking and Listening</b> SL 1 SL 2 SL 3 SL 4  <b>Writing</b> W 4  <b>Language</b> L 3 L 4 L 6
<p><b>Reflection Activity</b>            Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply key terms and concepts used in the volunteer-led activities.</li> <li>▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</li> <li>▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.</li> </ul>	<p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>3. Identify issues and/or problems and alternative solutions</li> <li>4. Distinguish between fact and opinion</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> </ol>	CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information. CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.	<b>Speaking and Listening</b> SL 1 SL 2 SL 3  <b>Language</b> L 3 L 4 L 6

# JA It's My Job (Soft Skills)

Session Descriptions	Georgia Standards of Excellence	CTAE Foundation Skills	Common Core ELA
<p><b>Communicating About Yourself</b>            Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the importance of manners as an element of professionalism.</li> <li>▪ Identify language and style appropriate for the workplace.</li> </ul>	<p><b>Social Studies</b></p> <p>SS8E3 Explain the principles of effective personal money management.</p> <p>a. Explain that income is the starting point for personal financial management.</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p>	<p><b>Reading for Informational Text</b>            RI 1            RI 4</p> <p><b>Speaking and Listening</b>            SL 1            SL 2            SL 4            SL 6</p> <p><b>Writing</b>            W 4</p> <p><b>Language</b>            L1-6</p>
<p><b>Applications and Resumes</b>            Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify information necessary for a job application.</li> <li>▪ Recognize key features and formatting of resumes.</li> <li>▪ Use appropriate language for a resume.</li> </ul>	<p><b>Social Studies</b></p> <p>SS6E13 Understand that a basic principle of effective personal money management is to live within one's income.</p> <p>a. Understand that income is received from work and is limited</p> <p>SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.</p> <p>a. Understand that income is received from work and is limited.</p> <p><b>Information Processing Skills</b></p> <p>2. Organize items chronologically</p> <p>4. Distinguish between fact and opinion</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p> <p>CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions</p>	<p><b>Speaking and Listening</b>            SL 1            SL 2</p> <p><b>Writing</b>            W 4</p> <p><b>Language</b>            L1-6</p>

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<p><b>Interviewing for a Job</b>            Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify appropriate content for a personal brag sheet</li> <li>▪ Adapt personal information to interview situations.</li> <li>▪ Develop answers to common interview questions.</li> <li>▪ Recognize appropriate professional dress and demeanor for a job interview.</li> </ul>	<p><b>Information Processing Skills</b></p> <p>2. Organize items chronologically            4. Distinguish between fact and opinion</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p> <p>CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions</p>	<p><b>Speaking and Listening</b>            SL 1            SL 2            SL 4            SL 6</p> <p><b>Writing</b>            W 4</p> <p><b>Language</b>            L1-6</p>
<p><b>Cell Phones in the Workplace</b>            Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>▪ Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>▪ Adapt cell phone behavior and functions for professional uses.</li> <li>▪ Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	<p><b>Information Processing Skills</b></p> <p>3. Identify issues and/or problems and alternative solutions            4. Distinguish between fact and opinion</p>	<p>CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.</p>	<p><b>Speaking and Listening</b>            SL 1            SL 2            SL 4            SL 5            SL 6</p> <p><b>Language</b>            L1            L3            L4            L6</p>

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<p><b>Workplace Communication</b>            Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and use an appropriate professional tone in workplace communication.</li> <li>▪ Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>▪ Enable cooperative and productive group interactions.</li> <li>▪ Communicate to solve problems collaboratively and respectfully.</li> </ul>	<p><b>Social Studies</b></p> <p>SS6E13 Understand that a basic principle of effective personal money management is to live within one's income.</p> <p>a. Understand that income is received from work and is limited</p> <p>SS7E10 Understand that a basic principle of effective personal money management is to live within one's income.</p> <p>a. Understand that income is received from work and is limited.</p>	CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.	<b>Speaking and Listening</b> SL 1 SL 2 SL 4 SL 5 SL 6  <b>Language</b> L1 L 3 L 4 L 6
<p><b>Workplace Writing</b>            Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use proper spelling, grammar, and punctuation in the workplace.</li> <li>▪ List best practices for effective business writing.</li> <li>▪ Use clear language and appropriate style for written communication in the workplace.</li> <li>▪ Identify important ideas and express them clearly and concisely in writing.</li> </ul>	<p><b>Information Processing Skills</b></p> <p>3. Identify issues and/or problems and alternative solutions</p> <p>11. Draw conclusions and make generalizations</p>	CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.	<b>Speaking and Listening</b> SL 1 SL 2 SL 4 SL 6  <b>Writing</b> W 4 W5 W6  <b>Language</b> L1-6