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

Updated September 2020
Business, Marketing, Information Technology, & Entrepreneurship
CTE: Family and Consumer Sciences
Exploring College and Careers
Financial Literacy
Employability Standards
English Language Arts

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 Indiana Business, Marketing, Information Technology, & Entrepreneurship Standards; CTE: Family and Consumer Sciences; Financial Literacy, and middle school Social Studies standards, as well as English Language Arts (ELA) and Math.

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, the letters ELO will appear 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®* 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®* 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®* offers middle school students practical information to help prepare them for the working world. Students develop the personal-branding and job-hunting skills needed to earn a job.

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

*JA 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 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.
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<th>Session Descriptions</th>
<th>Indiana ELA</th>
<th>Indiana Math</th>
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<td><strong>Session One: Mirror, Mirror</strong></td>
<td>Key Ideas and Textual Support RN.2.1-3 RN.4.2 Vocabulary Building RV.1 RV.2.1.5 RV.3.2 Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</td>
<td>NA</td>
<td>Employability Skills 6-8.M.4 Demonstrate continuous growth in self-understanding 6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities. 6-8.LS.4 Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).</td>
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<td>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.</td>
<td><strong>Objectives:</strong></td>
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<td>The students will:</td>
<td>- Use personal reflection to explain self-knowledge - Apply their skills, interests, and values to help determine a potential career path</td>
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<td>- Identify the connection between goal-setting, personal finance, education, and career choices</td>
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<td>- Define the term income and differentiate between gross and net income</td>
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<td>- Name ways to balance a budget</td>
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<td><strong>Session Two: Choose Your Success</strong></td>
<td>Key Ideas and Textual Support RN.2.1-3 RN.4.2 Vocabulary Building RV.1 RV.2.1.5 RV.3.2 Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</td>
<td><strong>Number System</strong> 6.NS.1 <strong>Computation</strong> 6.C.2.3 <strong>Financial Literacy</strong> FLE.2.1</td>
<td>Economics Grade 6 Grade 7 Grade 8 6.1.6.D 6.1.7.D 6.1.8.D 6.5.6.D 6.5.7.A.D 6.5.8.A.D Employability Skills 6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings. 6-8.WE.5 Understand how to meet long-term goals by developing short term goals.</td>
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<td>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.</td>
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<td><strong>Objectives:</strong></td>
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<td>The students will:</td>
<td>- Recognize that a balanced budget is important for all workers - Name ways to balance a budget</td>
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<td></td>
<td>- Define the term income and differentiate between gross and net income</td>
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<td>- Name ways to balance a budget</td>
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<td><strong>Session Three: Keeping Your Balance</strong></td>
<td>Key Ideas and Textual Support RN.2.1-3 RN.4.2 Vocabulary Building RV.1 RV.2.1.5 RV.3.2 Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</td>
<td><strong>Number System</strong> 6.NS.1 <strong>Computation</strong> 6.C.2.3 7.C.8 8.C.1 <strong>Financial Literacy</strong> FLE.1.1 FLE.1.4 FLE.3.1</td>
<td>Economics Grade 6 Grade 7 Grade 8 6.1.6.C 6.1.7.C 6.1.8.C 6.5.7.A 6.5.8.A Employability Skills 6-8.WE.4 Understand failure as an opportunity for growth. 6-8.WE.5 Understand how to meet long-term goals by developing short term goals.</td>
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</table>
### Session Descriptions

#### Session Four: Savvy Shopper

Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards. **Objectives:**

The students will:
- 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

**Key Ideas and Textual Support**

- RN.2.1-3
- RN.3.1
- RN.4.2
- Vocabulary Building
  - RV.1
  - RV.2.1.5
  - RV.3.2
- Discussion and Collaboration
  - SL.1
  - SL.2.1-5
  - SL.3.1

**Computation**

- 6.C.2.3
- 7.C.8
- 8.C.1

**Financial Literacy**

- FLE.3.4

**Academic Standards**


**Employability Skills**

- 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.
- 6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations.

#### Session Five: Keeping Score

Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report. **Objectives:**

The students will:
- 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

**Key Ideas and Textual Support**

- RN.4.2
- Vocabulary Building
  - RV.3.2
- Discussion and Collaboration
  - SL.1
  - SL.2.1-5
  - SL.3.1

**Number System**

- 6.NS.1

**Computation**

- 6.C.2.3
- 7.C.8

**Financial Literacy**

- FLE.4.2
- FLE.4.3

**Academic Standards**

**Employability Skills**

- 6-8.WE.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.
- 6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.

#### Session Six: What’s the Risk?

Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury. **Objectives:**

The students will:
- 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

**Vocabulary Building**

- RV.3.2
- Discussion and Collaboration
  - SL.1
  - SL.2.1-5
  - SL.3.1

**Financial Literacy**

- FLE.5.1
- FLE.5.2

**Academic Standards**

**Employability Skills**

- 6-8.LS.10 Take an active participation in the learning process.
### Session One: Business and Customer

**Session Details**

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.

**Objectives:**

The students will be able to:
- Identify what a business gains from an exchange with a customer
- Identify what a customer gains from an exchange with a business
- Identify the stakeholders of a business

**Employability Skills**

**Grade 6**

6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.

6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.

**Grade 7**

7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

**Grade 8**

8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

**Indiana Social Studies**

6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.

6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.

**Employability Skills**

6-8.SE.2 Demonstrate an awareness of the needs and rights of others.

**Indiana English/Language Arts**

- Key Ideas and Textual Support: RN.2.1-3, RN.4.2
- Vocabulary Building: RV.1, RV.2.1.5, RV.3.2
- Discussion and Collaboration: SL.1, SL.2.1-5, SL.3.1

### Session Two: Business and Culture

**Session Details**

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.

**Objectives:**

The students will be able to:
- 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

**Employability Skills**

**Grade 6**

6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

**Grade 7**

7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.

**Grade 6**

6-8.SE.3 Demonstrate an understanding of different cultural practices and others’ worldviews.

**Indiana Social Studies**

6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.

**Employability Skills**

6-8.SE.3 Demonstrate an understanding of different cultural practices and others’ worldviews.

**Indiana English/Language Arts**

- Key Ideas and Textual Support: RN.4.2
- Vocabulary Building: RV.1, RV.2.1.3, RV.3.2.3
- Writing: W.5
- Discussion and Collaboration: SL.1, SL.2.1-5, SL.3.1, SL.4.1
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<tr>
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<tr>
<td><strong>Session Three: Global Trade</strong></td>
<td>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.</td>
<td>Grade 6 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.</td>
<td><strong>Key Ideas and Textual Support</strong>  RN.2.1-2  RN.4.1-2  Vocabulary Building  RV.1  RV.2.1-2  RV.3.2  <strong>Writing</strong>  W.3.2  Discussion and Collaboration  SL.1  SL.2.1-5  SL.3.1  SL.4.1</td>
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<td><strong>Objectives:</strong></td>
<td>The students will be able to:  ▪ 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.</td>
<td>Grade 7 7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific. 7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.</td>
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<td><strong>Grade 8</strong></td>
<td>8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.</td>
<td>6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations.</td>
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<td><strong>Session Four: Why Countries Specialize</strong></td>
<td>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.</td>
<td>Grade 6 6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas. 6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</td>
<td><strong>Key Ideas and Textual Support</strong>  RN.2.1-3  Vocabulary Building  RV.1  RV.2.1-2  RV.3.2  <strong>Writing</strong>  W.5  Discussion and Collaboration  SL.1  SL.2.1-5  SL.3.1</td>
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<td><strong>Objectives:</strong></td>
<td>The students will be able to:  ▪ Define specialization  ▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants.</td>
<td>Grade 7 7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.</td>
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<td><strong>Grade 8</strong></td>
<td>8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.</td>
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## Session Five: Trade Barriers

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.

**Objectives:**
The students will be able to:
- Identify examples of trade barriers
- Analyze the consequences of trade barriers on businesses, employees, and customers
- Explain why balance of trade matters to stakeholders

**Grade 7**
Grade 7 7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.

**Grade 8**
Grade 8 8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.

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<tr>
<td><strong>Session Five: Trade Barriers</strong></td>
<td><strong>Grade 7</strong></td>
<td><strong>6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.</strong></td>
<td><strong>Key Ideas and Textual Support</strong></td>
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<td><strong>Grade 6</strong></td>
<td><strong>6-8.WE.3 Complete tasks or activities with some prompting and guidance</strong></td>
<td><strong>RN.2.1-3</strong></td>
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## Session Six: Currency

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.

**Objectives:**
The students will be able to:
- 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

**Grade 6**
6.4.3 Explain why international trade requires a system for exchanging currency between various countries.

**Grade 7**
7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.

**Grade 8**
8.4.6 Trace the development of different kinds of money used in the United States.

## Session Seven: Global Workforce

Students take on the role of international business owners reviewing the skills and experience of potential employees.

**Objectives:**
The students will be able to:
- 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

**Grade 6**
6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.

**Grade 8**
8.4.10 Compare and contrast job skills needed in different time periods in United States history.

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<td><strong>Session Seven: Global Workforce</strong></td>
<td><strong>Grade 6</strong></td>
<td><strong>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility</strong></td>
<td><strong>Key Ideas and Textual Support</strong></td>
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<td><strong>Session One: Entrepreneurs</strong>&lt;br&gt;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.</td>
<td><strong>Exploring College and Careers</strong>&lt;br&gt;ECC.1.2 Describe personal aptitudes, interests, and skills&lt;br&gt;ECC.4.1 Identify skills needed for career choices and match to personal abilities and interest&lt;br&gt;ECC.4.2 Explain the impact of selected careers on lifestyle goals.&lt;br&gt;<strong>Business and Information Technology</strong>&lt;br&gt;MLB.18.1 Define entrepreneurship and examine its history in the US&lt;br&gt;MLB.18.2 Identify the personal traits/behaviors of a successful entrepreneur.</td>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.&lt;br&gt;6-8.LS.4 Identify possible career choices and high school course selection using self-assessment.&lt;br&gt;6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</td>
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<td><strong>Session Two: Market and Need</strong>&lt;br&gt;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.</td>
<td><strong>Exploring College and Careers</strong>&lt;br&gt;ECC.3.1 Demonstrate components of critical and creative thinking.&lt;br&gt;<strong>Business and Information Technology</strong>&lt;br&gt;MLB.16.2 Practice and exhibit active listening techniques.&lt;br&gt;MLB.17.1 Define marketing and its impact on society. MLB.17.7 Define potential target markets for a specific product or service.&lt;br&gt;MLB.18.6 Recognize the influence of demographics and the economy on entrepreneurial ventures.</td>
<td>6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.&lt;br&gt;6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.&lt;br&gt;6-8.SE.2 Demonstrate an awareness of the needs and rights of others.</td>
<td><strong>Key Ideas and Textual Support</strong>&lt;br&gt;RN.2.1-2&lt;br&gt;RN.4.1-2&lt;br&gt;Vocabulary Building&lt;br&gt;RV.2.1,5&lt;br&gt;RV.3.2&lt;br&gt;Discussion and Collaboration&lt;br&gt;SL.2.1-5&lt;br&gt;SL.3.1-2&lt;br&gt;Media Literacy&lt;br&gt;7.ML.2.1-2</td>
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<td><strong>Session Three: Innovative Ideas</strong>&lt;br&gt;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.</td>
<td><strong>Exploring College and Careers</strong>&lt;br&gt;ECC.3.2 Apply decision-making processes.&lt;br&gt;<strong>Business and Information Technology</strong>&lt;br&gt;MLB.16.4 Demonstrate the concepts of collaboration with peers as they relate to successful communication both personally and professionally.&lt;br&gt;MLB.17.8 Design a new product or service, or find a way to improve and existing product or service, to meet customer wants.</td>
<td>6-8.M.1 Apply new strategies based on lessons learned from feedback.&lt;br&gt;6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.&lt;br&gt;6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.</td>
<td><strong>Key Ideas and Textual Support</strong>&lt;br&gt;RN.2.1-2&lt;br&gt;RN.4.1-2&lt;br&gt;Vocabulary Building&lt;br&gt;RV.2.1,5&lt;br&gt;RV.3.2&lt;br&gt;Discussion and Collaboration&lt;br&gt;SL.2.1-5&lt;br&gt;SL.3.1-2</td>
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<td>Employability Skills</td>
<td>Indiana ELA Grades 6-8</td>
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<tr>
<td>Session Four: Testing the Market</td>
<td>Exploring College and Careers ECC.3.2 Apply decision-making processes. ECC.5.2 Demonstrate personal skills needed to succeed in school, life and career. Business and Information Technology MLB.16.3Differentiate between types of internal and external communications and how they should be designed and distributed. MLB.17.5 Identify how customers’ input and feedback can influence a business’s marketing strategy. MLB.17.7 Define potential target markets for a specific product or service.</td>
<td>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others. 6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations 6-8.LS.10 Take an active participation in the learning process. 6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.</td>
<td>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2 Vocabulary Building RV.2.1.5 RV.3.2 The Writing Process W.4 Discussion and Collaboration SL.2.1-5 SL.3.1-2 Media Literacy 7.ML..2.1-2</td>
</tr>
<tr>
<td>Session Five: Design and Prototype</td>
<td>Exploring College and Careers ECC.3.2 Apply decision-making processes. Business and Information Technology MLB.17.8 Design a new product or service, or find a way to improve and existing product or service, to meet customer wants.</td>
<td>6-8.M.1 Apply new strategies based on lessons learned from feedback. 6-8.WE.3 Complete tasks or activities with some prompting and guidance. 6-8.WE.4 Understand failure as an opportunity for growth. 6-8.LS.11 Complete activities and assignments thoroughly and accurately.</td>
<td>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2 Vocabulary Building RV.2.1.5 RV.3.2 Discussion and Collaboration SL.2.1-5 SL.3.1-2 Media Literacy 7.ML..2.1-2</td>
</tr>
<tr>
<td>Session Six: Seek Funding</td>
<td>Exploring College and Careers ECC.3.2 Apply decision-making processes. 5.2 Demonstrate personal skills needed to succeed in school, life and career. Business and Information Technology MLB.16.5 Display appropriate and professional techniques in public speaking as well as in written and nonverbal communications. MLB.16.6 Create, format, edit, store, and distribute academic, professional, and personal documents for the appropriate audience, purpose, and situation.</td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding. 6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces. 6-8.LS.1 Communicate information to audiences in a variety of formats</td>
<td>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2 Vocabulary Building RV.2.1.5 RV.3.2 Writing Genres W.3.1-2 Discussion and Collaboration SL.2.1-5 SL.3.1-2 Media Literacy 7.ML..2.1-2 Presentation of Knowledge and ideas SL.4.1-3</td>
</tr>
</tbody>
</table>
## JA It’s My Future

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Employability Skills</th>
<th>Indiana ELA Grades 6-8</th>
</tr>
</thead>
</table>
| **Session One: My Brand**  
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.  
**Objectives:**  
The students will be able to:  
- 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  
**Business and Information Technology**  
MLB-6.2 Explore and describe personal aptitudes, interests, and skills through the use of personal assessments.  
MLB 9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently.  
**Exploring College and Careers**  
ECC.1.2 Describe personal aptitudes, interests, and skills.  
6-8.LS.1 Communicate information to audiences in a variety of formats | | | Vocabulary Building RV.2.1.5 RV.3.2  
Discussion and Collaboration SL.2.1-5 SL.3.1-2  
Media Literacy 7.ML.2.1-2 |
| **Session Two: Career Paths and Clusters**  
Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.  
**Objectives:**  
The students will be able to:  
- Define careers cluster.  
- Identify jobs in specific career clusters to explore further  
- Recognize the interconnectivity and value of all types of jobs  
**Business and Information Technology**  
MLB-2.1 Use hardware devices and software applications to enhance learning.  
MLB 7.1 Locate, understand and use career information and resources to set short and long term goals for career decisions.  
MLB 7.3 Describe the various careers in each of the Career Clusters.  
**Exploring College and Careers**  
ECC.2.2 Locate, understand and use career information and resources.  
ECC.2.4 Describe the types of careers in each of the 16 Career Clusters.  
**Financial Literacy**  
FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.  
FLE.2.2 Identify sources of personal income.  
6-8.WE.5 Understand how to meet long-term goals by developing short term goals.  
6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.  
6-8.LS.4 Identify possible career choices and high school course selection using self-assessment | | | Vocabulary Building RV.2.1.5 RV.3.2  
Discussion and Collaboration SL.2.1-5 SL.3.1-2 |
## Session Details

### Session Three: High-Growth Careers

Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.

**Objectives:**

- Identify specific careers that are forecast to have high-growth rates
- Consider a variety of factors when selecting a career

### Session Four: Career Mapping

Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.

**Objectives:**

- 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

## Academic Standards

### Business and Information Technology

- MLB-4.1 Identify various types of online resources and their intended function.
- MLB 7.2 Identify economic, global, technology, and social trends in the workplace and labor Market.

### Exploring College and Careers

- ECC.2.3 Identify workplace and market trends.
- ECC.4.1 Identify skills needed for career choices and match to personal abilities and interest.

### Financial Literacy

- FLE.2.2 Identify sources of personal income.

## Employability Skills

- 6-8.LS.12 Use prediction and evaluation skills to develop potential solutions.
- 6-8.LS.7 Evaluate decisions and discuss the use of alternatives in decision-making situations.

## Indiana ELA

- Key Ideas and Textual Support
  - RN.2.1-2
  - Vocabulary Building
  - RV.2.1,5
  - RV.3.2
- Discussion and Collaboration
  - SL.2.1-5
  - SL.3.1-2

### Discussion and Collaboration

- SL.2.1
- SL.3.1

### Media Literacy

- 7.ML.2.1-2
## Session Details

### Session Five: On the Hunt

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.

**Objectives:**
The students will be able to:
- 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.

### Session Six: Soft Skills

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.

**Objectives:**
The students will be able to:
- Define and differentiate between technical skills and soft skills.
- Identify specific soft skills they already possess and those they need to improve.

## Academic Standards

### Business and Information Technology

**MLB 8.3** Identify skills needed for career choices and match to personal abilities and interest.

### Exploring College and Careers

**ECC.6.1** Create the basic components of a personal portfolio.

**ECC.6.4** Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.

## Employability Skills

### Business and Information Technology

MLB 9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently.

MLB 9.2 Demonstrate personal and basic employability skills such as attendance, integrity, meeting deadlines, and dependability.

### Exploring College and Careers

**ECC.5.2** Demonstrate personal skills that are needed to succeed in school, life and career.

**ECC.6.2** Demonstrate school, life and career self-management skills related to responsibility and work ethic.

## Indiana ELA

6-8.WE.5 Understand how to meet long-term goals by developing short term goals.

6-8.LS.1 Communicate information to audiences in a variety of formats.

6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.

6-8.LS.10 Take an active participation in the learning process.

## Key Ideas and Textual Support

**RN.2.1-2**

**Vocabulary Building**

**RV.2.1,5 RV.3.2**

**Discussion and Collaboration**

**SL.2.1-5 SL.3.1-2**

## Presentation of Knowledge and Ideas

**SL.4.1-31**

## Guidance

6-8.3.10

6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces.

6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.
**Session One: Career Planning Starts with You**
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.

**Objectives:**
The students will be able to:
- 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.

<table>
<thead>
<tr>
<th>The Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.1. 2. completes a skills/abilities assessment and examines how their personal qualities relate to careers of interest</td>
</tr>
<tr>
<td>III.1. 2. identifies internal and external strengths and personal qualities;</td>
</tr>
</tbody>
</table>

**Session Two: Making the Most of JA Inspire**
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.

**Objectives:**
The students will be able to:
- 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.

<table>
<thead>
<tr>
<th>III.3. 5. utilizes interpersonal skills to work well with others; 6. demonstrates self-advocacy skills, such as refusal skills with peer pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</td>
</tr>
<tr>
<td>6-8.WE.8 Provide evidence of meeting school expectations which are similar to success in workplaces.</td>
</tr>
<tr>
<td>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment.</td>
</tr>
</tbody>
</table>

**Indiana School Counseling Competencies**

**Indiana Employability Standards**

**Indiana ELA**

<table>
<thead>
<tr>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8.LS.4 Identify possible career choices and high school course selection using self-assessment.</td>
</tr>
</tbody>
</table>

| 6-8.RN.2.1. |
| 6.RN.2.2 |
| 6.RN.4.2 |
| 6-8.RV.2.1 |
| 6-8.RV.2.2 |
| 6-8.RV.3.2 |
| 6-8.SL.1 |
### Session Three: JA Inspire Event

During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.

**Objectives:**

The students will:

- 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.

<table>
<thead>
<tr>
<th>Indiana School Counseling</th>
<th>Indiana Employability Standards</th>
<th>Indiana ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. 1. 3. utilizes personal (interviews and field observations), print, and electronic resources to explore and research occupations that match their career interests</td>
<td>6-8.WE.3 Complete tasks or activities with some prompting and guidance.</td>
<td>6-8.RN.2.2</td>
</tr>
<tr>
<td>III. 1. 4. demonstrates respect of diversity</td>
<td>6-8.WE.4 Understand failure as an opportunity for growth.</td>
<td>6.RN.4.2</td>
</tr>
<tr>
<td>III. 2. 3. demonstrates appropriate peer helping skills; III.2.4. identifies ways to participate in school or community service activities;</td>
<td>6-8.LS.1 Communicate information to audiences in a variety of formats.</td>
<td>6-8.SL.1</td>
</tr>
<tr>
<td>I.2. 3. describes career and technical education program options at the high school and/or area career center;</td>
<td>6-8.RN.2.2</td>
<td>6-8.SL.2.1</td>
</tr>
<tr>
<td>I.3. 1. identifies the high school courses needed to keep all desired education and career options open in the future</td>
<td>6-8.RV.3.2</td>
<td>6-8.SL.2.3</td>
</tr>
<tr>
<td>II. 1.1 reexamines career interests based on experiences and/or updated career interest assessment</td>
<td>6-8.W.4,5</td>
<td>6-8.SL.2.4</td>
</tr>
<tr>
<td>II. 2. 2. describes the connection of academic work to high school opportunities and their future career and life goals</td>
<td>6-8.SL.1</td>
<td>7-8.SL.2.5</td>
</tr>
<tr>
<td>III. 2. 2. identifies a goal and plans for it;</td>
<td>6-8.SL.3.1</td>
<td>6-8.SL.3.1</td>
</tr>
<tr>
<td>6-8.M.1 Apply new strategies based on lessons learned from feedback.</td>
<td>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others</td>
<td>6-8.ML.1</td>
</tr>
<tr>
<td>6-8.W.6.1</td>
<td>6-8.W.7.1</td>
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</tr>
</tbody>
</table>

### Session Four: Debrief and Next Steps

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.

**Objectives:**

The students will be able to:

- 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.

| I.2. 3. describes career and technical education program options at the high school and/or area career center; | 6-8.M.1 Apply new strategies based on lessons learned from feedback. | 6.RN.2.2 |
| I.3. 1. identifies the high school courses needed to keep all desired education and career options open in the future | 6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others | 6.RN.4.2 |
| II. 1.1 reexamines career interests based on experiences and/or updated career interest assessment | 6-8.W.4,5 | 6-8.RV.2.1 |
| II. 2. 2. describes the connection of academic work to high school opportunities and their future career and life goals | 6-8.RV.2.2 | 6-8.RV.2.2 |
| III. 2. 2. identifies a goal and plans for it; | 6-8.RV.3.2 | 6-8.RV.3.2 |
| 6-8.SL.1 | 6-8.SL.1 | 6-8.SL.1 |
## JA Career Exploration Fair

### Session Descriptions

#### Pre-Fair Session: What Sets You Apart?

Students reflect on their abilities, interests, and values as they consider future career choices.

**Objectives:**
- Define careers.
- Differentiate between abilities (skills) and values.
- Identify their personal characteristics.

**Academic Standards-Exploring College and Career**
- NECC--1.2 Describe personal aptitudes, interests, and skills.
- ECC--1.3 Explore personal priorities and goals for life and career.
- ECC--2.1 Differentiate among job, occupation and career.
- ECC--2.2 Locate, understand and use career information and resources.

**Employability Skills**
- 6-8.M.4 Demonstrate continuous growth in self-understanding.

**Indiana ELA**
- 6.RN.2.2
- 6.RN.4.2
- 6-8.RV.2.1
- 6-8.RV.2.2
- 6-8.RV.3.2
- 6-8.SL.1

#### The Day of the Fair

Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.

**Objectives:**
- 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.

**Academic Standards-Exploring College and Career**
- ECC--2.3 Identify workplace and labor market trends (such as economic, global, technology, and social).
- ECC--2.4 Describe the types of careers in each of the 16 Career Clusters.

**Employability Skills**
- 6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others.
- 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.
- 6-8.LS.10 Take an active participation in the learning process.

**Indiana ELA**
- 6.RN.2.2
- 6.RN.4.2
- 6-8.RV.2.1
- 6-8.RV.2.2
- 6-8.RV.3.2
- 6-8.SL.1
- 6-8.W.4.5
- 6-8.W.6.1

#### Post-Fair Session

Students reflect on their JA Career Exploration Fair experiences.

**Objectives:**
- Identify a future career goal.
- Create a personal action plan.

**Academic Standards-Exploring College and Career**
- ECC--3.3 Identify choices, options and consequences of life and career decisions.
- 4.0 Students will create flexible plans for succeeding in secondary education, college, career and life.
- ECC--4.1 Identify skills needed for career choices and match to personal abilities and interest.

**Employability Skills**
- 6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities.
- 6-8.LS.4 Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).
- 6-8.LS.6 Develop a career plan by identifying a program of study which will lead to further education, training, and/or employment.

**Indiana ELA**
- 6-8.SL.1
- 6-8.W.4.5
- 6-8.W.6.1
## JA Career Speaker Series

### Session Descriptions

<table>
<thead>
<tr>
<th>Session One: Before the Event</th>
<th>Academic Standards-Exploring College and Career</th>
<th>Employability Skills</th>
<th>Indiana ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</strong></td>
<td>ECC--1.2 Describe personal aptitudes, interests, and skills. ECC--1.3 Explore personal priorities and goals for life and career. ECC--1.4 Examine learning style preferences and their application to school and work. ECC--2.4 Describe the types of careers in each of the 16 Career Clusters.</td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding. 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility. 6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.</td>
<td>6.RN.2.2 6.RN.4.2 6.RV.2.1 6.RV.2.2 6.RV.3.2 6.SL.1 6.W.4.5 6.W.6.1</td>
</tr>
</tbody>
</table>

**Objectives:**
The students will:
- Identify skills and interests.
- Recognize Career Clusters
- Recall future high-demand occupations

<table>
<thead>
<tr>
<th>Session Two: During the Event</th>
<th>Academic Standards-Exploring College and Career</th>
<th>Employability Skills</th>
<th>Indiana ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students learn about the guest speaker's job experiences and stories, ask questions, and take notes.</strong></td>
<td>ECC--6.2 Demonstrate school, life and career self-management skills related to responsibility and work ethic. ECC--3.3 Identify choices, options and consequences of life and career decisions. ECC--6.4 Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.</td>
<td>6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others. 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions. 6-8.LS.10 Take an active participation in the learning process. 6-8.SE.4 Begin to apply empathic listening skills to enhance the understanding of what the other person is saying.</td>
<td>6.SL.1 6.W.4.5 6.W.6.1</td>
</tr>
</tbody>
</table>

**Objectives:**
The students will be able to:
- Practice active listening skills.
- Equate job responsibilities with skills and interests

<table>
<thead>
<tr>
<th>Session Three: After the Event</th>
<th>Academic Standards-Exploring College and Career</th>
<th>Employability Skills</th>
<th>Indiana ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students reflect on what they learned during their preparation and the speaker event.</strong></td>
<td>ECC--5.4 Demonstrate personal leadership skills to lead and inspire others, accomplish common goals, and function effectively in school, life and career settings. ECC--2.3 Identify workplace and labor market trends (such as economic, global, technology, and social). ECC--2.4 Describe the types of careers in each of the 16 Career Clusters.</td>
<td>6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities. 6-8.LS.4 Identify possible career choices and high school course selection using self-assessment (including an appraisal of strengths, interests, and values).</td>
<td>6.SL.1 6.W.4.5 6.W.6.1</td>
</tr>
</tbody>
</table>

**Objectives:**
The students will be able to:
- Recognize Career Clusters

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**ECC** -- **1.2 Describe personal aptitudes, interests, and skills. ECC--1.3 Explore personal priorities and goals for life and career. ECC--1.4 Examine learning style preferences and their application to school and work. ECC--2.4 Describe the types of careers in each of the 16 Career Clusters.**

**6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others. 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility. 6-8.LS.5 Understand how effective work habits and personal characteristics demonstrated in school transfer to occupational settings.**
# JA Excellence through Ethics

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards-Exploring College and Career</th>
<th>Employability Skills</th>
<th>Indiana ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day of the Visit</td>
<td>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.</td>
<td>ECC--1.1 Identify personal and family morals, values, and ethics. ECC--3.1 Demonstrate components of critical and creative thinking. ECC--3.2 Apply decision-making processes. ECC--3.3 Identify choices, options and consequences of life and career decisions.</td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding. 6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others. 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions. 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility. 6-8.SE.2 Demonstrate an awareness of the needs and rights of others. 6-8.SE.3 Demonstrate an understanding of different cultural practices and others' worldviews.</td>
</tr>
</tbody>
</table>

<p>| Reflection Activity | 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. | ECC--3.1 Demonstrate components of critical and creative thinking. ECC--3.2 Apply decision-making processes | 6-8.M.1 Apply new strategies based on lessons learned from feedback. 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility. 6-8.WE.6 Apply knowledge, skills, and attitudes required to adjust to change, while continuing to achieve in school and activities. 6-8.WE.7 Understand and employ strategies for resisting pressures to engage in dishonest or unethical activities. 6-8.SL.4 Begin to apply empathic listening skills to enhance the understanding of what the other person is saying. | 6-8.SL.1 6-8.W.4.5 6-8.W.6.1 |</p>
<table>
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<th>Indiana ELA</th>
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<tbody>
<tr>
<td>Communicating About Yourself</td>
<td>ECC--1.2 Describe personal aptitudes, interests, and skills. ECC--1.3 Explore personal priorities and goals for life and career. ECC--1.4 Examine learning style preferences and their application to work.</td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding. 6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others. 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions. 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</td>
<td>6.RN.2.2 6.RN.4.2 6-8.RV.2.1 6-8.RV.2.2 6-8.RV.3.2 6-8.SL.1 6-8.W.4.5 6-8.W.6.1</td>
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<tr>
<td>Applications and Resumes</td>
<td>ECC--2.1 Differentiate among job, occupation and career. ECC--2.2 Locate, understand and use career information and resources. ECC--2.3 Identify workplace and labor market trends (such as economic,</td>
<td>6-8.LS.10 Take an active participation in the learning process. 6-8.LS.11 Complete activities and assignments thoroughly and accurately. 6-8.LS.9 Complete assignments, projects, and activities with minimal to no redirection from teachers, mentors, or supervisors.</td>
<td>6.RN.2.2 6.RN.4.2 6-8.RV.2.1 6-8.RV.2.2 6-8.RV.3.2 6-8.SL.1 6-8.W.4.5 6-8.W.6.1</td>
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### JA It’s My Job (Soft Skills)

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<tr>
<td><strong>Interviewing for a Job</strong></td>
<td>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.</td>
<td>ECC---1.2 Describe personal aptitudes, interests, and skills. ECC---1.3 Explore personal priorities and goals for life and career ECC---5.1 Demonstrate habits of mind (for example, taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, thinking independently, applying past knowledge to new situations, remaining open to continuous learning). ECC---5.2 Demonstrate personal skills (for example, attendance, punctuality, responsibility, integrity, getting along with others) that are needed to succeed in school, life and career.</td>
<td>6-8.M.4 Demonstrate continuous growth in self-understanding. 6-8.M.2 Engage in feedback with peers to seek growth and learning opportunities from others. 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions. 6-8.LS.10 Take an active participation in the learning process. 6-8.LS.11 Complete activities and assignments thoroughly and accurately.</td>
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<td><strong>Cell Phones in the Workplace</strong></td>
<td>Students develop an understanding of appropriate communication methods to ensure workplace success.</td>
<td>ECC---6.3 Apply principles of technology and the concept of digital citizenship, including safe, legal, and responsible use of information and technology</td>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility. 6-8.SE.2 Demonstrate an awareness of the needs and rights of others. 6-8.WE.7 Understand and employ strategies for resisting pressures to engage in dishonest or unethical activities.</td>
</tr>
</tbody>
</table>
### Workplace Communication
Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.

**Objectives:**
The students will be able to:
- 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.

**Employability Skills**
- 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.
- 6-8.SE.2 Demonstrate an awareness of the needs and rights of others.
- 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions.
- 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.

**Indiana ELA**
- 6-8.SL.1
- 6-8.W.4.5
- 6-8.W.6.1

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<td>Workplace Communication</td>
<td>ECC—6.2 Demonstrate school, life and career self-management skills related to responsibility and work ethic (for example, attendance, punctuality, completion of work on time, dependability, focus, initiative, perseverance, striving to do one’s best). ECC—5.3 Demonstrate appreciation of diversity in school, life and career settings</td>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility. 6-8.SE.2 Demonstrate an awareness of the needs and rights of others. 6-8.LS.2 Speak to and have conversations with peers and adults to express ideas while respecting differing opinions. 6-8.WE.1 Demonstrate understanding of potential consequences of responsibility.</td>
<td>6-8.SL.1 6-8.W.4.5 6-8.W.6.1</td>
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<td>Workplace Writing</td>
<td>ECC—6.1 Create the basic components of a personal portfolio.</td>
<td>6-8.WE.1 Demonstrate understanding of potential consequences of responsibility. 6-8.LS.9 Complete assignments, projects, and activities with minimal to no</td>
<td>6.RN.2.2 6.RN.4.2 6-8.RV.2.1 6-8.RV.2.2 6-8.RV.3.2 6-8.SL.1 6-8.W.4.5 6-8.W.6.1</td>
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