



empowering young people to  
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## **A Correlation between the Pennsylvania Academic Standards and Junior Achievement Middle School Programs**

Updated October 2017  
Pennsylvania Academic Standards  
[Career Education and Work](#)  
[Family and Consumer Sciences](#)  
[Business, Computer and Education Technology](#)

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

# Overview

Junior Achievement programs offer a multidisciplinary approach – connecting information 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 Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening, Mathematics, Civics and Government, Economics, Geography, Family and Consumer Sciences, Career Education and Work, and Business, Computer and Information Technology.

The Pennsylvania Academic Standards titles have been abbreviated to make the best use of space on these documents. Career, Education and Work has been abbreviated to Career. Civics and Government has been abbreviated to Civics. Family and Consumer Sciences has been abbreviated to Consumer Sciences. Business, Computer and Information Technology has been abbreviated to Business. Often Additional Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ALO will appear superscripted next to the standard.

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.

## 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> provides practical information about the global economy and its effect on the students' lives.

[\*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 producers and consumers in the interconnected global market.

[\*JA It's My Business!\*](#)<sup>®</sup> encompasses entrepreneurship curriculum for students in grades six, seven, and eight. Students are encouraged to use critical thinking to learn entrepreneurial skills that support positive attitudes as they explore and enhance their career aspirations.

[\*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> provides practical information about preparing for the working world while still in middle school.

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

# JA Economics for Success

| Session Descriptions  | Key Learning Objectives   | PA English Language Arts  | PA Math   | PA Academic Standards  |  |
|---|---|---|---|--|--|
| <p><b>Session One: Mirror, Mirror</b></p> <p>Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>                         | <p><b>Objectives:</b></p> <p>The students will:</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><b>Grade 6</b><br/>CC.1.2.6.A,J,L<br/>CC.1.5.6.A,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,J,L<br/>CC.1.5.7.A,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,J,L<br/>CC.1.5.8.A,G</p> |   |  | <p><b>Career</b><br/>13.1.8.A,B,F<br/>13.2.8.B<sup>ELO</sup></p> <p><b>Business Grades 6- 8</b><br/>15.2.8.A,B</p> |
| <p><b>Session Two: Be a Success</b></p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p>  | <p><b>Objectives:</b></p> <p>The students will:</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>Grade 6</b><br/>CC.1.2.6.A,J,L<br/>CC.1.5.6.A,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,J,L<br/>CC.1.5.7.A,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,J,L<br/>CC.1.5.8.A,G</p> | <p><b>Grade 6</b><br/>CC.2.1.6.E.1</p>  | <p><b>Economics</b><br/>Grade 6<br/>6.1.6.D<br/>6.5.6.D</p> <p>Grade 7<br/>6.1.7.D<br/>6.5.7.A,D</p> <p>Grade 8<br/>6.1.8.D<br/>6.5.8.A,D</p>                                | <p><b>Career</b><br/>Grade 8<br/>13.1.8.D,E,F<br/>13.3.8.A<sup>ELO</sup></p>                                       |
| <p><b>Session Three: Keeping Your Balance</b></p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> | <p><b>Objectives:</b></p> <p>The students will:</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>Grade 6</b><br/>CC.1.2.6.A,J,L<br/>CC.1.5.6.A,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,J,L<br/>CC.1.5.7.A,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,J,L<br/>CC.1.5.8.A,G</p> | <p><b>Grade 6</b><br/>CC.2.1.6.E.1</p> <p><b>Grade 7</b><br/>CC.2.1.7.E.1</p> | <p><b>Economics</b><br/>Grade 6<br/>6.1.6.C</p> <p>Grade 7<br/>6.1.7.C<br/>6.5.7.A</p> <p>Grade 8<br/>6.1.8.C<br/>6.5.8.A</p> <p><b>Consumer Sciences</b><br/>11.1.6.B,F</p> | <p><b>Career</b><br/>Grade 8<br/>13.3.8.D</p> <p><b>Business</b><br/>Grades 6-8<br/>15.1.8.L<br/>15.1.8.M</p>      |

# JA Economics for Success

| Session Descriptions  | Key Learning Objectives   | PA English Language Arts  | PA Math   | PA Academic Standards  |  |
|---|---|---|---|--|--|
| <p><b>Session Four: Savvy Shopper</b></p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>            | <p><b>Objectives:</b></p> <p>The students will:</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>Grade 6</b><br/>CC.1.2.6.A,J,L<br/>CC.1.5.6.A,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,J,L<br/>CC.1.5.7.A,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,J,L<br/>CC.1.5.8.A,G</p> | <p><b>Grade 6</b><br/>CC.2.1.6.E.1</p> <p><b>Grade 7</b><br/>CC.2.1.7.E.1</p> | <p><b>Economics</b><br/>Grade 6<br/>6.1.6.A,B,C</p> <p>Grade 7<br/>6.1.7.A,B,C</p> <p>Grade 8<br/>6.1.8.A,B,C</p> <p><b>Consumer Sciences</b><br/>11.1.6.B,F</p> | <p><b>Business</b><br/>Grades 6- 8<br/>15.6.8.H<br/>Economics<br/>6.1.6-8. B</p> |
| <p><b>Session Five: Keeping Score</b></p> <p>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>The students will:</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>Grade 6</b><br/>CC.1.2.6.A,J,L<br/>CC.1.5.6.A,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,J,L<br/>CC.1.5.7.A,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,J,L<br/>CC.1.5.8.A,G</p> | <p><b>Grade 6</b><br/>CC.2.1.6.D.1</p>  |  | <p><b>Business</b><br/>Grades 6- 8<br/>15.1.8.Q<br/>15.6.8.K,L</p>               |
| <p><b>Session Six: What's the Risk?</b></p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> | <p><b>Objectives:</b></p> <p>The students will:</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>Grade 6</b><br/>CC.1.2.6.B,G,H<br/>CC.1.5.6.A,C</p> <p><b>Grade 7</b><br/>CC.1.2.7.B,G,H<br/>CC.1.5.7.A,C</p> <p><b>Grade 8</b><br/>CC.1.2.8.B,G,H<br/>CC.1.5.8.A,C</p> |   | <p><b>Economics</b><br/>Grade 6<br/>6.1.6.C<br/>6.5.6.D</p> <p>Grade 7<br/>6.1.7.C<br/>6.5.7.D</p> <p>Grade 8<br/>6.1.8.C<br/>6.5.8.D</p>                        | <p><b>Business</b><br/>Grades 6- 8<br/>15.6.8.N.</p>                             |

# JA Global Marketplace

| Session Descriptions  | Key Learning Objectives  | PA English Language Arts   | PA Math   | PA Academic Standards   |  |
|---|--|--|---|---|--|
| <p><b>Session One: "X" Marks the Spot</b></p> <p>Working in groups to identify import items found throughout the classroom, students begin to recognize that trade with other countries affects their daily lives. Students understand that international trade occurs when nations want or need resources or services from other countries because they themselves cannot satisfy those needs and wants at reasonable costs.</p> | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define trade</li> <li>▪ Explain why countries trade with one another</li> <li>▪ List at least five products or items imported from other countries and locate those on a world wall map</li> </ul> <p><b>Concepts:</b> Trade, Market, Domestic trade, International trade, Imports, Exports</p> <p><b>Skills:</b> Interpreting maps and globes, Oral and written communication, Working in groups, Gathering and organizing information</p>   | <p><b>Grade 6</b><br/>CC.1.2.6.A,B,F,G,J<br/>CC.1.4.6.A,B,W<br/>CC.1.5.6.A,B,C,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,B,F,G,J<br/>CC.1.4.7.A,B,W<br/>CC.1.5.7.A,B,C,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,B,F,G,J<br/>CC.1.4.8.A,B,W<br/>CC.1.5.8.A,B,C,G</p> | NA  | <p><b>Economics</b><br/>Grade 6<br/>6.1.6.B,D<br/>6.2.6.B,D<br/>6.3.6.B,D<br/>6.4.6.B</p> <p><b>Geography</b><br/>Grade 6<br/>7.1.6.A,B<br/>7.2.6.A<br/>7.3.6.A</p> | <p><b>Business</b><br/>Grades 6- 8<br/>15.3.8.A,F,G,<br/>15.3.8.I,X<br/>15.7.8.A,G</p>   |
| <p><b>Session Two: You Be the Judge</b></p> <p>Students will learn that nations use several methods to increase their trade benefits. Agreements with one or more countries often are made to facilitate trade and avoid conflict.</p>  | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify quotas, tariffs, subsidies, embargoes, and standards as trade barriers governments use to control trade and increase benefits for their countries</li> <li>▪ Describe how multilateral agreements can facilitate trade</li> <li>▪ Describe how the world trade organization (WTO) functions as a court to help nations settle trade disputes</li> </ul> <p><b>Concepts:</b> Trade barrier, Quota, Subsidy, Embargo, Tariff, Standard</p> <p><b>Skills:</b> Interpreting information, Critical reading, Persuasion, Compromise and bargaining, Analyzing points of view</p> | <p><b>Grade 6</b><br/>CC.1.2.6.A,B,F,G,J<br/>CC.1.4.6.A,B,W<br/>CC.1.5.6.A,B,C,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,B,F,G,J<br/>CC.1.4.7.A,B,W<br/>CC.1.5.7.A,B,C,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,B,F,G,J<br/>CC.1.4.8.A,B,W<br/>CC.1.5.8.A,B,C,G</p> | <p><b>Grade 6</b><br/>CC.2.1.6.D.1<br/>CC.2.1.6.E.2</p> <p><b>Grade 7</b><br/>CC.2.4.7.B.1</p> <p><b>Grade 8</b><br/>CC.2.4.8.B.1</p> | <p><b>Economics</b><br/>Grade 6<br/>6.3.6.B,D<br/>6.4.6.B<br/>6.4.6.C</p> <p><b>Geography</b><br/>Grade 6<br/>7.1.6.A,B<br/>7.2.6.A<br/>7.3.6.A</p>                 | <p><b>Business</b><br/>Grades 6- 8<br/>15.3.8.A,F,G<br/>15.3.8. I,X<br/>15.7.8.A,B,C,D<br/>15.7.8.E,K,M</p> <p><b>Civics</b><br/>Grade 8<br/>5.4.8.A-B</p> |

# JA Global Marketplace

| Session Description  | Key Learning Objectives  | PA English Language Arts   | PA Math   | PA Academic Standards   |  |
|--|--|--|---|---|--|
| <p><b>Session Three: Let's Make a Deal</b></p> <p>Students work in groups to identify and understand the business practices used in other countries. Students discover that business practices vary from country to country and that understanding these practices can have a positive impact on trade.</p>  | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain how cultural practices vary from country to country</li> <li>▪ Develop group plans to create a food franchise by learning about the business practices of select countries</li> </ul> <p><b>Concepts:</b> Business practices, Culture, Trade, Franchise</p> <p><b>Skills:</b> Gathering and organizing information; Interpreting maps, graphs, and charts; Working in groups; Oral and written communication</p>  | <p><b>Grade 6</b><br/>CC.1.2.6.A,B,F,G,J<br/>CC.1.4.6.A,B,W<br/>CC.1.5.6.A,B,C,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,B,F,G,J<br/>CC.1.4.7.A,B,W<br/>CC.1.5.7.A,B,C,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,B,F,G,J<br/>CC.1.4.8.A,B,W<br/>CC.1.5.8.A,B,C,G</p> | <p><b>Grade 6</b><br/>CC.2.1.6.D.1<br/>CC.2.1.6.E.2</p> <p><b>Grade 7</b><br/>CC.2.4.7.B.1</p> <p><b>Grade 8</b><br/>CC.2.4.8.B.1</p> | <p><b>Economics</b></p> <p>Grade 6<br/>6.2.6.E<br/>6.4.6.A-B<br/>6.4.6.C-D<br/>6.5.6.A</p> <p><b>Geography</b></p> <p>Grade 6<br/>7.1.6.A,B<br/>7.2.6.A<br/>7.3.6.A</p>   | <p><b>Business</b></p> <p>Grades 6- 8<br/>15.3.8.A,F,G<br/>15.3.8.I,X<br/>15.7.8.A,C,<br/>H,J</p>  |
| <p><b>Session Four: People Power</b></p> <p>Students discover how the movement of people facilitates international trade. They discuss examples of immigration and, through creative activities, gain insight into the lives of immigrants. They learn that economic opportunity often is the driving force behind immigration and global trade.</p> | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe reasons why people move from one country to another, particularly those seeking economic opportunity</li> <li>▪ Give examples of contributions immigrants bring to the new countries and the hardships they often endure</li> <li>▪ Identify global trade and immigration as a means of international exchange of human resources</li> </ul> <p><b>Concepts:</b> global trade, immigrate, emigrate, entrepreneur, human resources</p> <p><b>Skills:</b> brainstorming, critical thinking, making observations, working in groups, oral and written communication</p> | <p><b>Grade 6</b><br/>CC.1.2.6.A,B,F,G,J<br/>CC.1.4.6.A,B,W<br/>CC.1.5.6.A,B,C,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,B,F,G,J<br/>CC.1.4.7.A,B,W<br/>CC.1.5.7.A,B,C,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,B,F,G,J<br/>CC.1.4.8.A,B,W<br/>CC.1.5.8.A,B,C,G</p> | NA  | <p><b>Economics</b></p> <p>Grade 6<br/>6.1.6.B-D<br/>6.2.6.A-B<br/>6.3.6.D<br/>6.4.6.B,D</p> <p><b>Geography</b></p> <p>Grade 6<br/>7.1.6.A,B<br/>7.2.6.A<br/>7.3.6.A</p> | <p><b>Career</b></p> <p>Grade 8<br/>13.1.8.E<br/>13.3.8.F</p> <p><b>Business</b></p> <p>Grades 6- 8<br/>15.3.8.A,F,G<br/>15.3.8.I,X<br/>15.7.8.A,H</p> |

# JA Global Marketplace

| Session Description   | Key Learning Objectives   | PA English Language Arts   | PA Math   | PA Academic Standards   |   |
|---|---|--|---|---|---|
| <p><b>Session Five: World of Words</b></p> <p>Students discover how advances in communication and transportation have improved productivity and facilitated world trade. From moveable type to the Internet, students trace the international flow of information and its impact on world economies.</p>  | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe how improvements in technology and transportation and the sharing of ideas have impacted the flow of information and increased productivity</li> <li>▪ Calculate productivity</li> <li>▪ List examples of technological developments throughout history</li> </ul> <p><b>Concepts:</b> productivity, technology, input, output</p> <p><b>Skills:</b> brainstorming, critical reading, making observations, oral and written communication, working in groups, math calculations</p> | <p><b>Grade 6</b><br/>CC.1.2.6.A,B,F,G,J<br/>CC.1.4.6.A,B,W<br/>CC.1.5.6.A,B,C,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,B,F,G,J<br/>CC.1.4.7.A,B,W<br/>CC.1.5.7.A,B,C,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,B,F,G,J<br/>CC.1.4.8.A,B,W<br/>CC.1.5.8.A,B,C,G</p> | <p><b>Grade 6</b><br/>CC.2.1.6.D.1<br/>CC.2.1.6.E.2</p> | <p><b>Economics</b><br/>Grade 6<br/>6.4.6.B,D<br/>6.5.6.A-B</p> <p><b>History</b><br/>Grade 6<br/>8.1.6.A<br/>8.3.6.A<br/>8.4.6.A,C-D</p> | <p><b>Business</b><br/>Grades 6- 8<br/>15.3.8.A,F,G<br/>15.3.8.I,X<br/>15.7.8.A</p>   |
| <p><b>Session Six: World of Money</b></p> <p>To participate in international trade, businesses and individuals must be able to purchase goods and services from each other. Students will learn that countries have different currencies with different values. To purchase goods from another country, it usually is necessary to use that country's currency. Some European countries have facilitated the currency exchange process by adopting the euro as a common currency.</p> | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain why international trade requires an exchange of currency</li> <li>▪ Convert U.S. dollars into another currency using an exchange rate</li> <li>▪ Give possible reasons that countries might support or oppose a common currency</li> </ul> <p><b>Concepts:</b> Exchange rates, Currency</p> <p><b>Skills:</b> Interpreting graphs and charts, Gathering and organizing information, Math calculations, Working in groups</p>   | <p><b>Grade 6</b><br/>CC.1.2.6.A,B,F,G,J<br/>CC.1.4.6.A,B,W<br/>CC.1.5.6.A,B,C,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,B,F,G,J<br/>CC.1.4.7.A,B,W<br/>CC.1.5.7.A,B,C,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,B,F,G,J<br/>CC.1.4.8.A,B,W<br/>CC.1.5.8.A,B,C,G</p> | <p><b>Grade 6</b><br/>CC.2.1.6.D.1<br/>CC.2.1.6.E.2</p> | <p><b>Economics</b><br/>Grade 6<br/>6.3.6.D<br/>6.4.6.B,D</p>   | <p><b>Business</b><br/>Grades 6- 8<br/>15.3.8.A,F,G<br/>15.3.8.I,X<br/>15.7.8.A,C</p> |

# JA Global Marketplace Blended

| Session Details   | Pennsylvania Academic Standards  | Common Core ELA  | Common Core Math |
|---|--|--|------------------|
| <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. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</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. Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look).</li> </ul> | <p><b>Civics</b><br/>5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government.</p> <p><b>Economics</b><br/>6.1.7.B Compare decisions made because of limited resources and unlimited wants.<br/>6.1.7.B Describe how resources are combined to produce different goods and services<br/>6.2.7.A. Describe the interaction of consumers and producers of goods and services in the state and national economy</p> | <p><b>Grade 6</b><br/>RI.6.4<br/>RI.6.7<br/>W.6.4<br/>SL.6.1-2<br/>L.6.1-6</p> <p><b>Grade 7</b><br/>RI.7.4<br/>W.7.4<br/>SL.7.1-2<br/>L.7.1-6</p> <p><b>Grade 8</b><br/>RI.8.4<br/>W.4<br/>SL.8.1-2<br/>L.8.1-6</p>   | NA               |
| <p><b>Session Two: Business and Culture</b></p> <p>Students learn that businesses must understand cultural differences in order to meet customers' needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</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 take into account their customers' cultural differences in order 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>Civics</b><br/>5.2.7.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.</p>  | <p><b>Grade 6</b><br/>RI.6.1<br/>RI.6.4<br/>RI.6.7<br/>W.6.4,7<br/>SL.6.1-2<br/>SL.6.4<br/>L.6.1-6</p> <p><b>Grade 7</b><br/>RI.7.1<br/>RI.7.4<br/>W.7.4,7<br/>SL.7.1-2<br/>SL.7.4<br/>L.7.1-6</p> <p><b>Grade 8</b><br/>RI.8.1<br/>RI.8.4<br/>W.8.4,7<br/>SL.8.1-2<br/>SL.8.4<br/>L.8.1-6</p> | NA               |



# JA Global Marketplace Blended

| Session Details  | Pennsylvania Academic Standards   | Common Core ELA   | Common Core Math  |
|--|---|---|---|
| <p><b>Session Three: Global Trade</b></p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p><b>Objectives:</b><br/>The students will be able to:</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 of 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>Consumer Sciences</b><br/>11.1.9.F. Evaluate different strategies to obtain consumer goods and services.</p> <p><b>Civics</b><br/>5.4.7.B. Describe how countries coexist in the world community.</p> <p><b>Economics</b><br/>6.1.7.A. Explain how limited resources and unlimited wants cause scarcity.<br/>6.1.7.B Compare decisions made because of limited resources and unlimited wants.<br/>6.1.7.B Describe how resources are combined to produce different goods and services.</p> <p><b>Geography</b><br/>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment</p>  | <p><b>Grade 6</b><br/>RI.6.4<br/>W.6.4<br/>SL.6.1-2<br/>SL.4<br/>L.6.1-6</p> <p><b>Grade 7</b><br/>RI.7.4<br/>W.7.4<br/>SL.7.1-2<br/>SL.7.4<br/>L.7.1-6</p> <p><b>Grade 8</b><br/>RI.8.4<br/>W.8.4<br/>SL.8.1-2<br/>SL.8.4<br/>L.8.1-4<br/>L.8.6</p>                                  | <p>Mathematical Practices<br/>2-3<br/>6-7</p>   |
| <p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that modern countries cannot provide all of 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 will look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p><b>Objectives:</b><br/>The students will be able to:</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 of 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>Civics</b><br/>5.4.6.A. Identify how countries have varying interests.</p> <p><b>Economics</b><br/>6.1.7.A. Explain how limited resources and unlimited wants cause scarcity.<br/>6.2.7.B. Explain why and how market competition takes place.<br/>6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.</p> <p><b>Geography</b><br/>7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment<br/>7.1.6-8.B. (Describe,) explain and locate places and regions as defined by physical and human features.<br/>7.2.6-8.A. (Describe and) Explain the characteristics of places and regions</p> | <p><b>Grade 6</b><br/>RI.6.1<br/>RI.6.4<br/>RI.6.7<br/>SL.6.1-2<br/>L.6.1<br/>L.6.3-4<br/>L.6.6</p> <p><b>Grade 7</b><br/>RI.7.1<br/>RI.7.4<br/>SL.7.1-2<br/>L.7.1<br/>L.7.3-4<br/>L.7.6</p> <p><b>Grade 8</b><br/>RI.8.1<br/>RI.6.4<br/>SL.8.1-2<br/>L.8.1<br/>L.8.3-4<br/>L.8.6</p> | <p><b>Grade 6</b><br/>6.NSA.3<br/>6.RP.3</p> <p>Grade 7<br/>7.RP.2<br/>7.NS.3</p> <p>Mathematical Practices<br/>1-2<br/>4-7</p> |

# JA Global Marketplace Blended

| Session Details   | Pennsylvania Academic Standards   | Common Core ELA   | Common Core Math   |
|---|---|---|--|
| <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><br/>The students will be able to:</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>Civics</b><br/>5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government.<br/>5.4.6.A. Identify how countries have varying interests.<br/>5.4.7.B. Describe how countries coexist in the world community.</p> <p><b>Economics</b><br/>6.1.7.D. Explain how positive and negative incentives affect behavior.<br/>6.4.7.B. Analyze how changes in trade affect standards of living.</p> | <p><b>Grade 6</b><br/>RI.6.4<br/>W.6.4<br/>SL.6.1-2<br/>L.6.1-6</p> <p><b>Grade 7</b><br/>RI.7.4<br/>W.7.4<br/>SL.7.1-2<br/>L.7.1-6</p> <p><b>Grade 8</b><br/>RI.8.4<br/>W.8.4<br/>SL.8.1-2<br/>L.8.1-6</p>   | <p>Mathematical Practices<br/>2-3<br/>6-7</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><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define currency and exchange rate.</li> <li>▪ Recognize that different countries have different forms of currency.</li> <li>▪ Recognize that each currency has a different value, which is determined through a variable exchange rate.</li> </ul>  | <p><b>Economics</b><br/>6.5.7.A. Describe how people are compensated for their production of goods and services.</p>  | <p><b>Grade 6</b><br/>RI.6.4<br/>RI.6.7<br/>SL.6.1-2<br/>L.6.1<br/>L.6.3-6</p> <p><b>Grade 7</b><br/>RI.7.4<br/>SL.7.1-2<br/>L.7.1<br/>L.7.3-6</p> <p><b>Grade 8</b><br/>RI.8.4<br/>SL.8.1-2<br/>L.8.1<br/>L.8.3-6</p>                                    | <p><b>Grade 6</b><br/>6.RP.3<br/>6.EE.4<br/>6.NS.3</p> <p><b>Grade 7</b><br/>7.RP.2<br/>7.NS.3</p> <p>Mathematical Practices<br/>1-7</p> |
| <p><b>Session Seven: Global Workforce</b></p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p><b>Objectives:</b><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how businesses are able to 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>Consumer Sciences</b><br/>11.1.9.E. Compare the influences of income and fringe benefits to make decisions about work.</p> <p><b>Economics</b><br/>6.4.7.C. Explain how multinational corporations and other non-government organizations contribute to economic interdependence</p> <p><b>Career</b><br/>13.1.8. E. Analyze the economic factors that impact employment opportunities.</p>                           | <p><b>Grade 6</b><br/>RI.6.1<br/>RI.6.4<br/>RI.6.7<br/>W.6.4<br/>SL.6.1-2<br/>SL.6.4<br/>L.6.1-6</p> <p><b>Grade 7</b><br/>RI.7.1<br/>RI.7.4<br/>W.7.4<br/>SL.7.1-2<br/>L.7.1-6</p> <p><b>Grade 8</b><br/>RI.8.1,4<br/>W.8.4<br/>SL.8.1-2<br/>L.8.1-6</p> | <p>NA</p>  |

# JA It's My Business!

| Session Descriptions  | Key Learning Objectives   | PA English Language Arts  | PA Math  | PA Academic Standards  |   |
|---|---|---|--|--|---|
| <p><b>Session One: I Am an Entrepreneur</b></p> <p>Students identify entrepreneurial businesses and common entrepreneur characteristics</p> <p><b>Skills:</b> Active listening, Deductive reasoning, Following directions, Group work, Self-assessment.</p> | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship</li> <li>▪ Identify four key entrepreneurial characteristics</li> <li>▪ Recognize personal entrepreneurial characteristics</li> </ul> <p><b>Concepts:</b> Business, Customer, Entrepreneur, Innovative, Product, Profit, Service, Think tank</p>   | <p><b>Grade 6</b><br/>CC.1.2.6.A,C<br/>CC.1.4.6.A,B,C,F<br/>CC.1.5.6.A,C,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,C<br/>CC.1.4.7.A,B,C,F<br/>CC.1.5.7.A,C,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,C<br/>CC.1.4.8.A,B,C,F<br/>CC.1.5.8.A,C,G</p>  | <p>NA</p>  | <p><b>Economics</b></p> <p>Grade 6<br/>6.5.6.F</p> <p>Grade 7<br/>6.5.7.F</p> <p>Grade 8<br/>6.5.8.F</p>   | <p><b>Career</b><br/>13.1.8 A,B<br/>13.4.8.A,B</p> <p><b>Business</b><br/>Grades 6- 8<br/>15.3.8.A,G,H,<br/>15.3.8.I,X<br/>15.5.8.A,B,D,H</p>   |
| <p><b>Session Two: I Can Change the World</b></p> <p>Students consider customer needs to brainstorm a product design.</p>   | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe how entrepreneurs fill a market need</li> <li>▪ Discuss the role of market research in determining market need and competitive advantage</li> </ul> <p><b>Concepts:</b> Apprentice, Creative, Fill a need, Innovative, Market, Market research, Self-taught</p> <p><b>Skills:</b> Active listening, Brainstorming, Estimating, Group work, Measuring, Problem-solving</p> | <p><b>Grade 6</b><br/>CC.1.2.6.A,C<br/>CC.1.4.6.A,B,C,F<br/>CC.1.5.6.A,C,G<br/>CC.1.5.6.D,F<sup>ELO</sup></p> <p><b>Grade 7</b><br/>CC.1.2.7.A,C<br/>CC.1.4.7.A,B,C,F<br/>CC.1.5.7.A,C,G<br/>CC.1.5.7.D,F<sup>ELO</sup></p> <p><b>Grade 8</b><br/>CC.1.2.8.A,C<br/>CC.1.4.8.A,B,C,F<br/>CC.1.5.8.A,C,G<br/>CC.1.5.8.D,F<sup>ELO</sup></p> | <p><b>Grade 6</b><br/>CC.2.1.6.D.1<br/>CC.2.3.6.A.1</p> <p><b>Grade 7</b><br/>CC.2.1.7.D.1<br/>CC.2.3.7.A.1</p> <p><b>Grade 8</b><br/>CC.2.3.8.A.2</p> | <p><b>Economics</b></p> <p>Grade 6<br/>6.1.6.B,D<br/>6.2.6.A-B</p> <p>Grade 8<br/>6.5.8.F</p>  | <p><b>Consumer Sciences</b><br/>11.2.6.D</p> <p><b>Career</b><br/>13.1.8.D<br/>13.4.8.B</p> <p><b>Business</b><br/>Grades 6- 8<br/>15.3.8.A,G,H,I<br/>15.3.8.X<br/>15.5.8.A-B,D,H</p> |
| <p><b>Session Three: I Know My Customer</b></p> <p>Students create advertising ideas for products.</p>  | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Create effective advertisements for a variety of businesses</li> </ul> <p><b>Concepts:</b> advertising, customer, market, marketing, product</p> <p><b>Skills:</b> creative thinking, critical thinking, decision- making, group work, self- assessment</p>  | <p><b>Grade 6</b><br/>CC.1.2.6.A,C<br/>CC.1.4.6.A,B,C,F<br/>CC.1.5.6.A,C,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,C<br/>CC.1.4.7.A,B,C,F<br/>CC.1.5.7.A,C,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,C<br/>CC.1.4.8.A,B,C,F<br/>CC.1.5.8.A,C,G</p>  | <p>NA</p>  | <p><b>Economics</b></p> <p>Grade 6<br/>6.1.6.D<br/>6.2.6.A,B,C</p> <p>Grade 7<br/>6.2.8.C<br/>6.2.7.A,B,C</p> <p>Grade 8<br/>6.2.8.A,B,C<br/>6.5.8.F</p> | <p><b>Career</b><br/>13.4.8.B</p> <p><b>Business</b><br/>Grades 6- 8<br/>15.3.8.A,G,H,<br/>15.3.8.I,X<br/>15.5.8.,D,H<br/>15.9.8.K.</p>   |

# JA It's My Business!

| Session Description   | Key Learning Objectives  | PA English Language Arts   | PA Math   | PA Academic Standards  |   |
|---|--|--|---|--|---|
| <p><b>Session Four: I Have an Idea</b></p> <p>Students participate in an auction.</p>                               | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize how being creative and innovative are necessary entrepreneurial skills for starting a business</li> <li>▪ Verbally defend their decisions</li> </ul> <p><b>Concepts:</b> Auction, Auctioneer, Bid, Creative, Innovative, Profit</p> <p><b>Skills:</b> active listening, critical thinking, money management, self-assessment</p>  | <p><b>Grade 6</b><br/>CC.1.4.6.A,B,C,F<br/>CC.1.5.6.A,C,G<br/>CC.1.5.6.D,F</p> <p><b>Grade 7</b><br/>CC.1.4.7.A,B,C,F<br/>CC.1.5.7.A,C,G<br/>CC.1.5.7.D,F</p> <p><b>Grade 8</b><br/>CC.1.4.8.A,B,C,F<br/>CC.1.5.8.A,C,,G<br/>CC.1.5.8.D,F</p>  | <p><b>Grade 6</b><br/>CC.2.1.6.E.2</p> <p><b>Grade 7</b><br/>CC.2.2.7.B.3</p> | <p><b>Economics</b></p> <p>Grade 6<br/>6.2.6.A,B,D</p> <p>Grade 7<br/>6.1.7A,B<br/>6.2.7.A,B,D</p> <p>Grade 8<br/>6.2.8.A,B,D<br/>6.5.8.F</p>  | <p><b>Business</b></p> <p>Grades 6- 8<br/>15.3.8.A<br/>15.5.8.A,B,D,H</p>   |
| <p><b>Session Five: I See a Need</b></p> <p>Students develop a business plan.</p>                                   | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Analyze how entrepreneurs use their knowledge and abilities to create businesses</li> <li>▪ Develop business plans based on set criteria</li> </ul> <p><b>Concepts:</b> Business plan, Fill a need, Know your customer and product, Be creative and innovative, Social entrepreneur, Society</p> <p><b>Skills:</b> Analyzing information, Critical thinking, Group work, Problem-solving, Self-assessment</p>   | <p><b>Grade 6</b><br/>CC.1.2.6.A,C<br/>CC.1.4.6.A,B,C,D,F<br/>CC.1.5.6.A,B,C,D<br/>CC.1.5.6.F,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.A,C<br/>CC.1.4.7.A,B,C,F<br/>CC.1.5.7.A,B,C,D<br/>CC.1.5.7.F,G</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,C<br/>CC.1.4.8.A,B,C,F<br/>CC.1.5.8.A,B,C,D,<br/>CC.1.5.8.F,G</p> | <p>NA</p>   | <p><b>Economics</b></p> <p>Grade 6<br/>6.1.6.C<br/>6.2.6.A,B,C<br/>6.5.6.F</p> <p>Grade 7<br/>6.1.7.C<br/>6.2.7.A,B,C<br/>6.5.7.F</p> <p>Grade 8<br/>6.1.8.C<br/>6.5.8.F<br/>6.5.8.D</p> | <p><b>Career</b></p> <p>13.1.8.A,B,C<br/>13.4.8.B, C</p> <p><b>Business</b></p> <p>Grades 6- 8<br/>15.3.8.A,G,H,<br/>15.3.8.I,X<br/>15.5.8.A,B,C,D,<br/>15.3.8.H,I<br/>15.7.8.H<br/>15.8.8.D<br/>15.9.8.F</p> |
| <p><b>Session Six: Celebrate Entrepreneurs!</b></p> <p>Students identify their entrepreneurial characteristics.</p> | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify characteristics they share with entrepreneurs</li> <li>▪ Create a personal entrepreneur profile</li> </ul> <p><b>Concepts:</b> Fill a need, Know your customer and product, Be creative and innovative, Believe in yourself, Entrepreneur profile</p> <p><b>Skills:</b> Analyzing, Creative thinking, Critical thinking, Decision-making, Interpreting information, Point of view, Self-assessment</p> | <p><b>Grade 6</b><br/>CC.1.4.6.A,B,C,F<br/>CC.1.5.6.A,C,G</p> <p><b>Grade 7</b><br/>CC.1.4.7.A,B,C,F<br/>CC.1.5.7.A,C,G</p> <p><b>Grade 8</b><br/>CC.1.4.8.A,B,C,F<br/>CC.1.5.8.A,C,,G</p>   | <p>NA</p>   | <p><b>Economics</b></p> <p>Grade 8<br/>6.1.8.C,D<br/>6.5.8.F</p>   | <p><b>Career</b></p> <p>13.1.8.A, B<br/>13.4.8.B</p> <p><b>Business</b></p> <p>Grades 6- 8<br/>15.2.8.C,J,L,M<br/>15.5.8.A,B,D,H</p>  |

# JA It's My Business Blended Model

| Session Details  | Pennsylvania Academic Standards   | Common Core ELA   |
|--|---|---|
| <p><b>Session One: Entrepreneurs</b></p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b><br/>The students will be able to:</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 services.</li> <li>▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves.</li> </ul> | <p><b>Consumer Sciences</b><br/>11.1.9.E. Compare the influences of income and fringe benefits to make decisions about work.</p> <p><b>Economics</b><br/>6.5.8.F. Explain the role of entrepreneurship across the nation.</p> <p><b>Career</b><br/>13.1.8. A. Relate careers to individual interests, abilities, and aptitudes.<br/>13.4.8. A. Compare and contrast entrepreneurship to traditional employment.</p> | <p><b>Grade 6</b><br/>RI.6.4<br/>RI.6.7<br/>SL. 6.1-2<br/>L. 6.1-6</p> <p><b>Grade 7</b><br/>RI.7.4<br/>RI.7.7<br/>SL. 7.1-2<br/>L. 7.1-6</p> <p><b>Grade 8</b><br/>RI. 8.4<br/>SL. 8.1-2<br/>L. 8.1-5</p>  |
| <p><b>Session Two: Market and Need</b></p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then 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><br/>The students will be able to:</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>Economics</b><br/>6.1.7.D. Explain how positive and negative incentives affect behavior.<br/>6.2.7.A. Describe the interaction of consumers and producers of goods and services in the state and national economy<br/>6.2.7.B. Explain why and how market competition takes place.</p>  | <p><b>Grade 6</b><br/>RI.6.1<br/>RI.6.4<br/>RI.6.7<br/>SL.6.1-2<br/>SL.6.4<br/>L. 6.1-6</p> <p><b>Grade 7</b><br/>RI.7.1<br/>RI.7.4<br/>RI.7.7<br/>SL. 7.1-2<br/>SL. 7.4<br/>L. 7.1-6</p> <p><b>Grade 8</b><br/>RI.8.1<br/>RI. 8.4<br/>SL. 8.1-2<br/>SL. 8.4<br/>L. 8.1-5</p>   |
| <p><b>Session Three: Innovative Ideas</b></p> <p>Students learn about innovative idea generation, and examine cutting edge, innovative new products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p><b>Objectives:</b><br/>The students will be able to:</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>Grade 6</b><br/><b>RI.6.1</b><br/><b>RI.6.4</b><br/><b>RI.6.7</b><br/><b>SL. 6.1-2</b><br/><b>SL. 4-5</b><br/><b>L. 6.1-6</b></p> <p><b>Grade 7</b><br/><b>RI.7.1</b><br/><b>RI.7.4</b><br/><b>RI.7.7</b><br/><b>SL. 7.1-2</b><br/><b>SL. 7.4-5</b><br/><b>L. 7.1-6</b></p> <p><b>Grade 8</b><br/><b>RI.8.1</b></p> |

| Session Details   | Pennsylvania Academic Standards  | Common Core ELA  |
|---|--|--|
| <p><b>Session Four: Testing the Market</b></p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback and, finally, practice developing survey questions in groups.</p> <p><b>Objectives:</b><br/>The students will be able to:</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>Economics</b><br/>6.2.7.C. Explain how advertising influences economic decisions.</p>  | <p><b>Grade 6</b><br/>RI 6.1<br/>RI 6.4<br/>RI.6.7<br/>W.6.4<br/>SL 6.1-.2<br/>L. 6.1-6</p> <p><b>Grade 7</b><br/>RI 7.1<br/>RI.7.4<br/>RI.7.7<br/>W.7.4<br/>SL 7.1-2<br/>L. 7.1-6</p> <p><b>Grade 8</b><br/>RI 8.4<br/>W.8.4<br/>SL 8.1-.2<br/>L. 8.1-5</p>                 |
| <p><b>Session Five: Design and Prototype</b></p> <p>Students learn about the product design and 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><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Represent a product idea and its features by using rough sketches and drawings.</li> <li>▪ Recognize sketches as an important first step in the prototype process.</li> </ul>   | <p>NA</p>  | <p><b>Grade 6</b><br/>RI 6.4<br/>RI.6.7<br/>W.6.4<br/>SL 6.1-2<br/>SL 6.4-5<br/>L. 6.1-6</p> <p><b>Grade 7</b><br/>RI.7.4<br/>RI.7.7<br/>W.7.4<br/>SL 7.1-2<br/>SL 7.4-5<br/>L. 7.1-6</p> <p><b>Grade 8</b><br/>RI 8.4<br/>W.8.4<br/>SL 8.1-2<br/>SL 8.4-5</p>               |
| <p><b>Session Six: Seek Funding</b></p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial start-up funds.</p> <p><b>Objectives:</b><br/>The students will be able to:</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>Economics</b><br/>6.1.7.D. Explain how positive and negative incentives affect behavior.<br/>6.5.7.A. Describe how people are compensated for their production of goods and services.<br/>6.5.8.F. Explain the role of entrepreneurship across the nation.</p> | <p><b>Grade 6</b><br/>RI 6.4<br/>RI.6.7<br/>W.6.4<br/>SL 6.1-2<br/>SL 6.4-5<br/>L. 6.1-4</p> <p><b>Grade 7</b><br/>RI.7.4<br/>RI.7.7<br/>W. 7.4<br/>SL 7.1-2<br/>SL 7.4-5<br/>L. 7.1-4</p> <p><b>Grade 8</b><br/>RI 8.4<br/>W 8.4<br/>SL 8.1-2<br/>SL. 8.4-5<br/>L.8.1-5</p> |

# JA It's My Future

| Session Descriptions  | Key Learning Objectives  | PA English Language Arts  | PA Academic Standards  |   |
|---|--|---|--|---|
| <p><b>Session One: My Brand</b></p> <p>Through interviews, self-reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.</p> | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize that the choices they make in middle school can have a direct impact now and in the future</li> <li>▪ Identify corporate and personal brands that represent positive reputations</li> <li>▪ Design a logo as part of expressing a personal brand</li> </ul> | <p><b>Grade 6</b><br/>CC.1.5.6.A,C,D,F,G</p> <p><b>Grade 7</b><br/>CC.1.5.7.A,C,D,F,G</p> <p><b>Grade 8</b><br/>CC.1.5.8.A,C,D,F,G</p>  | <p><b>Career</b><br/>13.1.8.A,B,F<br/>13.2.8.A</p> <p><b>Business</b><br/>Grades 6- 8<br/>15.2.8.H</p> |   |
| <p><b>Session Two: Career Clusters</b></p> <p>Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all jobs.</p>   | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Examine career clusters and the jobs in each cluster that they would like to further explore</li> <li>▪ Understand the interconnectivity and value of all types of jobs</li> </ul>  | <p><b>Grade 6</b><br/>CC.1.2.6.A,G,J,K,L<br/>CC.1.5.6.A,C,D,G</p> <p><b>Grade 7</b><br/>CC.1.2.7.G,J,K,L<br/>CC.1.5.7.A,C,D,G</p> <p><b>Grade 8</b><br/>CC.1.2.6.G,J,K,L<br/>CC.1.5.8.A,C,D,G</p> | <p><b>Economics</b><br/>Grade 7<br/>6.5.7.A</p> <p>Grade 8<br/>6.5.8.A,C</p>                           | <p><b>Career</b><br/>13.1.8.A,B,D,F,G</p> <p><b>Business</b><br/>Grades 6- 8<br/>15.2.8.A,C,L</p> |
| <p><b>Session Three: High-Growth Careers</b></p> <p>Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.</p>  | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the four factors to consider in choosing a job</li> <li>▪ Describe industries that are forecasted to have high growth</li> </ul>  | <p><b>Grade 6</b><br/>CC.1.2.6.A,B<br/>CC.1.5.6.A,B,C,D,F</p> <p><b>Grade 7</b><br/>CC.1.2.7.A ,B<br/>CC.1.5.7.A,B,C,D,F</p> <p><b>Grade 8</b><br/>CC.1.2.6.A,B<br/>CC.1.5.8.A,B,C,D,F</p>        | <p><b>Career</b><br/>13.1.8.E</p> <p><b>Business</b><br/>Grades 6- 8<br/>15.2.8.Q<br/>15.9.8.A.</p>    |   |
| <p><b>Session Four: Career Mapping</b></p> <p>Students explore how to use life experiences to develop work skills and how to map a path to employment goals.</p>  | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify work skills already developed from experiences and activities</li> <li>▪ Plan significant markers they need to reach to earn a particular job</li> </ul>   | <p><b>Grade 6</b><br/>CC.1.2.6.A,B<br/>CC.1.5.6.A,B,C,D,F</p> <p><b>Grade 7</b><br/>CC.1.2.7.A ,B<br/>CC.1.5.7.A,B,C,D,F</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,B<br/>CC.1.5.8.A,B,C,D,F</p>        | <p><b>Economics</b><br/>Grade 7<br/>6.5.7.B.</p>   | <p><b>Career</b><br/>13.1.8.E,F,G</p> <p><b>Business</b><br/>Grades 6-8<br/>15.6.8.B,D</p>        |

# JA It's My Future

| Session Descriptions   | Key Learning Objectives  | PA English Language Arts   | PA Academic Standards   |  |
|--|--|--|---|--|
| <p><b>Session Five: On the Hunt</b></p> <p>Students are introduced to the basic aspects of job hunting through a scavenger hunt. They are given an organizing tool to keep all their vital job-hunting information in one place.</p> | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing</li> <li>▪ Analyze where to look for a job</li> <li>▪ Understand the importance of keeping a record of vital information</li> </ul> | <p><b>Grade 6</b><br/>CC.1.2.6.A,B<br/>CC.1.5.6.A,B,C</p> <p><b>Grade 7</b><br/>CC.1.2.7.A ,B<br/>CC.1.5.7.A,B,C</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,B<br/>CC.1.5.8.A,B,C</p>   |   | <p><b>Career</b><br/>13.3.8.A,F,G<br/>13.2.8.A,B,D,E</p> <p><b>Business</b><br/>Grades 6- 8<br/>15.2.8.A,B,C,H,J</p> |
| <p><b>Session Six: How to Keep (or Lose) a Job</b></p> <p>Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.</p>  | <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Differentiate between technical skills and soft skills</li> <li>▪ Describe specific soft skills they already possess and those they need to practice</li> </ul>   | <p><b>Grade 6</b><br/>CC.1.2.6.A,B<br/>CC.1.4.6.A ,B,C,E,F<br/>CC.1.5.6.A,B,C</p> <p><b>Grade 7</b><br/>CC.1.2.7.A ,B<br/>CC.1.4.7.A ,B,C,E,F<br/>CC.1.5.7.A,B,C</p> <p><b>Grade 8</b><br/>CC.1.2.8.A,B<br/>CC.1.4.8.A ,B,C,E,F<br/>CC.1.5.8.A,B,C</p> | <p><b>Economics</b></p> <p>Grade 7<br/>6.5.7.B</p> <p>Grade 8<br/>6.5.8.B</p> | <p><b>Career</b><br/>13.2.8.A,E<br/>13.3.8.A,F,G</p>   |



# JA It's My Future – Blended Model

| Session Details   | Pennsylvania Academic Standards   | 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><br/>The students will be able to:</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> | NA  | <p><b>Grade 6</b><br/>RI.6.4<br/>RI.6.7<br/>SL. 6.1-2<br/>SL. 6.4-5<br/>L. 6.1-6</p> <p><b>Grade 7</b><br/>RI.7.4<br/>SL. 7.1-2<br/>SL. 7.4-5<br/>L. 7.1-6</p> <p><b>Grade 8</b><br/>RI.8.4<br/>SL. 8.1-2<br/>SL. 8.4-5<br/>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. Finally, they share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b><br/>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define careers clusters.</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>Consumer Sciences</b><br/>11.1.9.E. Compare the influences of income and fringe benefits to make decisions about work.</p> <p><b>Career</b><br/>13.1.8. A. Relate careers to individual interests, abilities, and aptitudes.<br/>13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</p>  | <p><b>Grade 6</b><br/>RI.6.1<br/>RI.6.4<br/>RI.6.7<br/>SL. 6.1-2<br/>SL. 6.4-5<br/>L. 6.1-6</p> <p><b>Grade 7</b><br/>RI.7.1<br/>RI.7.4<br/>SL. 7.1-2<br/>SL.7.4<br/>L. 7.1-6</p> <p><b>Grade 8</b><br/>RI.8.1<br/>RI.8.4<br/>SL. 8.1-2<br/>SL.8.4<br/>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 fields.</p> <p><b>Objectives:</b><br/>The students will be able to:</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>Consumer Sciences</b><br/>11.1.9.E. Compare the influences of income and fringe benefits to make decisions about work.</p> <p><b>Economics</b><br/>6.1.7.D. Explain how positive and negative incentives affect behavior.</p> <p><b>Career</b><br/>13.1.8. C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.<br/>13.2.8. A. Compare and contrast entrepreneurship to traditional employment.</p> | <p><b>Grade 6</b><br/>RI.6.1<br/>RI.6.4<br/>RI.6.7<br/>SL. 6.1-2<br/>L.6.1-6</p> <p><b>Grade 7</b><br/>RI.7.1<br/>RI.7.4<br/>SL. 7.1-2<br/>L. 7.1-6</p> <p><b>Grade 8</b><br/>RI.8.1<br/>RI.8.4<br/>SL. 8.1-2<br/>L. 8.1,3,4</p>                                    |

# JA It's My Future – Blended Model

| Session Details   | Pennsylvania Academic Standards   | Common Core ELA   |
|---|---|---|
| <p><b>Session Four: Career Mapping</b></p> <p>Students will learn how early experiences can build transferable skills that contribute to future job success. Students will look at the lives of celebrities and their paths to success, focusing on early experiences. They will learn about career maps by examining a sample and then create their own.</p> <p><b>Objectives:</b><br/>The students will be able to:</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>Career</b><br/>13.1.8. C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.<br/>13.1.8.E. Analyze the economic factors that impact employment opportunities<br/>13.1.8. F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.</p>  | <p><b>Grade 6</b><br/>RI.6.4<br/>RI.6.7<br/>W.6.4<br/>SL. 6.1-2<br/>SL.6.4-5<br/>L. 6.1-6</p> <p><b>Grade 7</b><br/>RI.7.4<br/>W.7.4<br/>SL. 7.1-2<br/>SL.7.4-5<br/>L. 7.1-6</p> <p><b>Grade 8</b><br/>RI.8.4<br/>W.8.4<br/>SL. 8.1-2<br/>SL.4-5<br/>L. 8.1-6</p> |
| <p><b>Session Five: On the Hunt</b></p> <p>Students are introduced to the basics of looking, 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 résumé and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a résumé to highlight those skills.</p> <p><b>Objectives:</b><br/>The students will be able to:</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 résumé and skills that should be highlighted on a résumé.</li> </ul> | <p><b>Career</b><br/>13.2.8.A. Identify effective speaking and listening skills used in a job interview.<br/>13.2.8. B. Evaluate resources available in researching job opportunities...</p>  | <p><b>Grade 6</b><br/>RI.6.1<br/>RI 6.4<br/>RI.6.7<br/>SL. 6.1-2<br/>SL. 4<br/>L. 6.1-6</p> <p><b>Grade 7</b><br/>RI.7.1<br/>RI 7.4<br/>SL. 7.1-2<br/>SL.7.4<br/>L. 7.1-4</p> <p><b>Grade 8</b><br/>RI.8.1<br/>RI 8.4<br/>SL. 8.1-2<br/>SL.8.4<br/>L. 8.1-,4</p>  |
| <p><b>Session Six: Soft Skills</b></p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills</p> <p><b>Objectives:</b><br/>The students will be able to:</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>Economics</b><br/>6.1.7.D. Explain how positive and negative incentives affect behavior.<br/>6.5.7.B. Describe the characteristics of productive workers.</p> <p><b>Career</b><br/>13.1.8.E. Analyze the economic factors that impact employment opportunities<br/>13.2.8. E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge,<br/>13.2.8. A. Determine attitudes and work habits that support career retention and advancement.</p> | <p><b>Grade 6</b><br/>RI.6.4<br/>RI 6.7<br/>SL. 6.1-2<br/>SL. 6.4-5<br/>L. 6.1-6</p> <p><b>Grade 7</b><br/>RI 7.4<br/>SL. 7.1-2<br/>SL.7.4-5<br/>L. 7.1-6</p> <p><b>Grade 8</b><br/>RI 8.4<br/>SL. 8.1-2<br/>SL.8.4-5<br/>L. 8.1-6</p>                            |

