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

Updated November 2020
Pennsylvania Academic Standards
Career Education and Work
Family and Consumer Sciences
Pennsylvania Core Standards Included

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 Pennsylvania Social Studies Standards and standards for Career Education and Work, and Family and Consumer Sciences as well as the Pennsylvania Core State Standards in English/Language Arts and mathematics. 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 Company Program® Pop Up allows middle school students to fill a need or solve a problem in their community and teaches them practical skills required to conceptualize, capitalize, and manage their own business venture.

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

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

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

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

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

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

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

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

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

This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.

**Students will:**
- Explain what a pop-up business is and its intended purpose.
- Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements.
- Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture.

**Academic Standards**

- Standard - 11.2.6.A: Contrast the solutions reached through the use of a simple decision-making process that includes analyzing consequences of alternative solutions against snap decision making methods.
- Standard - 6.5.6.F: Explain the role of the entrepreneur in Pennsylvania.
- Standard - 6.5.8.F: Explain the role of entrepreneurship across the nation.

**Career Education and Work Standards**

- 13.1.8 C: Explain how both traditional and nontraditional careers offer or hinder career opportunities.
- 13.3.8 E: Identify and apply time management strategies as they relate to both personal and work situations.
- 13.4.8 A: Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:
  - Benefits
  - Job security
  - Operating costs
  - Wages
- 13.4.8 B: Evaluate how entrepreneurial character traits influence career opportunities.

**Pennsylvania Core ELA**

Reading for Informational Text
- CC.1.5.6-8.C
- CC.1.2.6-8.F
- CC.1.2.6-8.G
- CC.1.2.6-8.J,K

Writing
- CC.1.4.6-8.D,F
- CC.1.4.6-8.L
- CC.1.4.6-8.U,V,W

Speaking and Listening
- CC.1.5.6-8.A,B,C
- CC.1.2.6-8.G

## Session Two: Doing the Research

This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers’ needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.

**Students will:**
- Identify the elements of the profit equation and understand how to calculate profit.
- Explain what a target audience is.
- Recognize the importance of the customers’ wants and needs related to the business’s goals.
- Identify appropriate market research techniques to use when collecting information.

**Academic Standards**

- Standard - 6.1.6.B: Compare ways that people meet their needs with how they meet their wants.

**Career Education and Work Standards**

- 13.3.8 D: Analyze budgets and pay statements, such as, but not limited to:
  - Charitable contributions
  - Expenses
  - Gross pay
  - Net pay
  - Other income
  - Savings
  - Taxes

**Pennsylvania Core ELA**

Reading for Informational Text
- CC.1.5.6-8.C
- CC.1.2.6-8.F
- CC.1.2.6-8.G
- CC.1.2.6-8.J,K

Writing
- CC.1.4.6-8.D,F
- CC.1.4.6-8.L
- CC.1.4.6-8.U,V,W

Speaking and Listening
- CC.1.5.6-8.A,B,C
- CC.1.2.6-8.G
### Session Three: Defining the Pop-Up Structure

During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.

**Students will:**

- Analyze market research data to make planning decisions about the pop-up business to maximize sales.
- Describe the different roles and responsibilities necessary to organize and run a pop-up business.
- Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team.
- Draft a timeline of tasks and associated due dates needed to meet the company's goals.

**Academic Standards:**

- Standard - 11.2.6.B: Deduce the importance of time management skills.
- Standard - 11.2.6.C: Classify the components of effective teamwork and leadership.
- Standard - 6.2.6.E: Explain the causes and effects of expansion and contraction of businesses.

**Career Education and Work Standards:**

- 13.3.8 A: Determine attitudes and work habits that support career retention and advancement.
- 13.3.8 B: Analyze the role of each participant's contribution in a team setting.
- 13.3.8 E: Identify and apply time management strategies as they relate to both personal and work situations.
- 13.4.8 C: Identify and describe the basic components of a business plan, such as, but not limited to:
  - Business idea
  - Competitive analysis
  - Daily operations
  - Finances/budget
  - Marketing
  - Productive resources (human, capital, natural)
  - Sales forecasting

**Pennsylvania Core ELA:**

- Reading for Informational Text CC.1.5.6-8.A,C CC.1.2.6-8.J,K
- Writing CC.1.4.6-8.D,F CC.1.4.6-8.L CC.1.4.6-8.U,V,W
- Speaking and Listening CC.1.5.6-8.A,B,C CC.1.2.6-8.G

### Session Four: The Ps of Pop-Up

This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.

**Students will:**

- Explain the importance of the four Ps of the marketing mix related to a pop-up business.
- Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix.
- Design an optimal layout for a pop-up business that will maximize sales.

**Academic Standards:**

- Standard - 11.2.6.D: Identify the concepts and principles used in planning space for activities.
- Standard - 6.1.6.D: Identify incentives that affect personal choices.
- Standard - 6.2.6.D: Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.

**Career Education and Work Standards:**

- 13.4.8 C: Identify and describe the basic components of a business plan, such as, but not limited to:
  - Business idea
  - Competitive analysis
  - Daily operations
  - Finances/budget
  - Marketing
  - Productive resources (human, capital, natural)
  - Sales forecasting

**Pennsylvania Core ELA:**

- Reading for Informational Text CC.1.5.6-8.A,C CC.1.2.6-8.J,K
- Writing CC.1.4.6-8.D,F CC.1.4.6-8.L
- Speaking and Listening CC.1.5.6-8.A,B,C CC.1.2.6-8.G
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<th>Session Descriptions</th>
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</thead>
</table>
| **Session Five: Creating the Buzz** | Standard - 11.2.6.A Contrast the solutions reached through the use of a simple decision-making process that includes analyzing consequences of alternative solutions against snap decision-making methods. Standard - 6.2.8.C Explain how advertising influences economic decisions. | 13.4.8 C. Identify and describe the basic components of a business plan, such as, but not limited to:  
- Business idea  
- Competitive analysis  
- Daily operations  
- Finances/budget  
- Marketing  
- Productive resources (human, capital, natural)  
- Sales forecasting | Reading for Informational Text  
CC.1.5.6-8.A,C  
CC.1.2.6-8.J,K  
Writing  
CC.1.4.6-8.D,F  
CC.1.4.6-8.L  
CC.1.4.6-8.U,V,W  
Speaking and Listening  
CC.1.5.6-8.A,B,C  
CC.1.2.6-8.G |
| Students will: |  |  |  |
| ▪ Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal.  
▪ Design promotional strategies and materials to attract interest in the pop-up business. |  |  |  |
| **Session Six: Open for Business!** | Standard - 6.1.6.D Identify incentives that affect personal choices. Standard - 6.2.6.D Describe how prices influence both buyers and sellers and explain why prices may vary for similar products. | 13.3.8 A. Determine attitudes and work habits that support career retention and advancement.  
13.3.8 B. Analyze the role of each participant’s contribution in a team setting.  
13.4.8 C. Identify and describe the basic components of a business plan, such as, but not limited to:  
- Business idea  
- Competitive analysis  
- Daily operations  
- Finances/budget  
- Marketing  
- Productive resources (human, capital, natural)  
- Sales forecasting | Reading for Informational Text  
CC.1.5.6-8.A,C  
CC.1.2.6-8.J,K  
Writing  
CC.1.4.6-8.D,F  
Speaking and Listening  
CC.1.5.6-8.A,B,C  
CC.1.2.6-8.G |
| Students will: |  |  |  |
| ▪ Select appropriate sales strategies to use while interacting with customers during pop-up store sales.  
▪ Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals.  
▪ Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule. |  |  |  |
Session Seven: Pop-Up Wrap-Up

This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business’s final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store’s proceeds to their charitable recipient and celebrate their accomplishments.

Students will:

- Complete the tasks to calculate final sales and profit and close out the business.
- Analyze final sales information and compare it to the pop-up business’s initial profit goal.
- Assess company and personal goals to determine successes and areas for improvement.

Standard - 6.5.6.F
Explain the role of the entrepreneur in Pennsylvania.

Standard - 6.5.8.F
Explain the role of entrepreneurship across the nation.

13.3.8 E. Identify and apply time management strategies as they relate to both personal and work situations.
13.3.8 G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.

Reading for Informational Text
CC.1.5.6-8.A,C
CC.1.2.6-8.J,K

Writing
CC.1.4.6-8.D,F

Speaking and Listening
CC.1.5.6-8.A,B,C
CC.1.2.6-8.G
# JA Economics for Success

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<th>Session Descriptions</th>
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<tbody>
<tr>
<td><strong>Session One: Mirror, Mirror</strong>&lt;br&gt;Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices. <strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;▪ Use personal reflection to explain self-knowledge&lt;br&gt;▪ Apply their skills, interests, and values to help determine a potential career path</td>
<td>NA</td>
<td>13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.&lt;br&gt;13.1.8 B. Relate careers to personal interests, abilities, and aptitudes.&lt;br&gt;13.3.8 A. Determine attitudes and work habits that support career retention and advancement.</td>
<td>Grade 6 CC.1.2.6.A,J,L CC.1.5.6.A,G&lt;br&gt;Grade 7 CC.1.2.7.A,J,L CC.1.5.7.A,G&lt;br&gt;Grade 8 CC.1.2.8.A,J,L CC.1.5.8.A,G</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Session Two: Be a Success</strong>&lt;br&gt;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. <strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;▪ Identify the connection between goal setting, personal finance, education, and career choices&lt;br&gt;▪ Apply decision making to education and career choices</td>
<td>NA</td>
<td>13.1.8. D. Explain the relationship of career training programs to employment opportunities.&lt;br&gt;E. Analyze the economic factors that impact employment opportunities,</td>
<td>Grade 6 CC.1.2.6.A,J,L CC.1.5.6.A,G&lt;br&gt;Grade 7 CC.1.2.7.A,J,L CC.1.5.7.A,G&lt;br&gt;Grade 8 CC.1.2.8.A,J,L CC.1.5.8.A,G</td>
<td>Grade 6 CC.2.1.6.E.1</td>
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<tr>
<td><strong>Session Three: Keeping Your Balance</strong>&lt;br&gt;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. <strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;▪ Recognize that a balanced budget is important for all workers&lt;br&gt;▪ Define the term income and differentiate between gross and net income&lt;br&gt;▪ Name ways to balance a budget</td>
<td>11.1.6.B Know the relationship of the components of a simple spending plan and how that relationship allows for managing income, expenses and savings.</td>
<td>13.3.8 D. Analyze budgets and pay statements, such as, but not limited to:&lt;br&gt;▪ Charitable contributions&lt;br&gt;▪ Expenses&lt;br&gt;▪ Gross pay&lt;br&gt;▪ Net pay&lt;br&gt;▪ Other income&lt;br&gt;▪ Savings&lt;br&gt;▪ Taxes</td>
<td>Grade 6 CC.1.2.6.A,J,L CC.1.5.6.A,G&lt;br&gt;Grade 7 CC.1.2.7.A,J,L CC.1.5.7.A,G&lt;br&gt;Grade 8 CC.1.2.8.A,J,L CC.1.5.8.A,G</td>
<td>Grade 6 CC.2.1.6.E.1&lt;br&gt;Grade 7 CC.2.1.7.E.1</td>
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<td>Session Descriptions</td>
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<tr>
<td><strong>Session Four: Savvy Shopper</strong></td>
<td>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</td>
<td>11.1.6.A Justify the decision to use or not use resources based on scarcity.</td>
<td>NA</td>
<td>Grade 6</td>
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<td><strong>Objectives:</strong></td>
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<td>The students will:</td>
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<td></td>
<td>• Identify the differences between debit and credit cards</td>
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<td>• Explain the advantages and disadvantages of both cards</td>
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<td></td>
<td>• Recognize the importance of taking personal responsibility for financial decisions</td>
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<td><strong>Session Five: Keeping Score</strong></td>
<td>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</td>
<td>6.2.7.F. Explain the influence of private economic institutions on the local and state economy.</td>
<td>NA</td>
<td>Grade 6</td>
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<tr>
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<td><strong>Objectives:</strong></td>
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<td>The students will:</td>
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<td>• Describe the favorable or unfavorable consequences of a high or low personal credit score</td>
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<td>• Explain actions that cause a credit score to go up or down</td>
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<td><strong>Session Six: What’s the Risk?</strong></td>
<td>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</td>
<td>Standard - 6.5.8.D Compare the risks and rewards of specific business actions.</td>
<td>NA</td>
<td>Grade 6</td>
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<tr>
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<td><strong>Objectives:</strong></td>
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<td>The students will:</td>
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<td>• Explore the cost and consequence of risk</td>
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<td>• Explain how insurance provides a method to minimize financial risk</td>
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<td>• Identify the opportunity cost of having insurance</td>
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<td>• Assess how personal responsibility plays a part in minimizing risk</td>
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<td>Session Details</td>
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Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.

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
- Define ethics and ethical dilemma (Deeper Look)
- Identify the stakeholders of a business.
- Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)

Students learn that businesses must understand cultural differences in order to meet customers’ needs and make a profit in different countries.

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 provide for the customer and make a profit
- Identify cultural differences throughout the world that affect social interaction and communication
## Session Details

<table>
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</table>
| **Session Three: Global Trade** | **Consumer Sciences**  
11.1.9.F. Evaluate different strategies to obtain consumer goods and services.  
**Civics**  
5.4.7.B. Describe how countries coexist in the world community.  
**Economics**  
6.1.7.B Describe how resources are combined to produce different goods and services.  
**Geography**  
7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment | NA | Grade 6  
CC.1.2.6.A,B  
CC.1.2.6.F,G,J  
CC.1.4.6.A,B,W  
CC.1.5.6.A,B,C,G | NA |
| **Session Four: Why Countries Specialize** | **Civics**  
5.4.6.A. Identify how countries have varying interests.  
**Economics**  
6.1.7.A. Explain how limited resources and unlimited wants cause scarcity.  
6.2.7.B. Explain why and how market competition takes place.  
6.4.7.A. Explain why people specialize in the production of goods and services and divide labor.  
**Geography**  
7.1.7.A. Explain how common geographic tools are used to organize and interpret information about people, places, and environment  
7.1.6-8.B. (Describe,) explain and locate places and regions as defined by physical and human features.  
7.2.6-8.A. (Describe and) Explain the characteristics of places and regions | NA | Grade 6  
CC.1.2.6.A,B  
CC.1.2.6.F,G,J  
CC.1.4.6.A,B,W  
CC.1.5.6.A,B,C,G | Grade 6  
CC.1.2.7.A,B  
CC.1.2.7.F,G,J  
CC.1.4.7.A,B,W  
CC.1.5.7.A,B,C,G | NA |

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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 businesses, customers, and employees

**Academic Standards**

<table>
<thead>
<tr>
<th>Civics</th>
<th>Pennsylvania Core ELA</th>
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</table>
| 5.2.7.B. Compare the methods citizens use to resolve conflicts in society and government. | Grade 6  
CC.1.2.6.A,B  
CC.1.2.6.F,G,J  
CC.1.4.6.A,B,W  
CC.1.5.6.A,B,C,G |
| 5.4.6.A. Identify how countries have varying interests. | Grade 7  
CC.1.2.7.A,B  
CC.1.2.7.F,G,J  
CC.1.4.7.A,B,W  
CC.1.5.7.A,B,C,G |
| 5.4.7.B. Describe how countries coexist in the world community. | Grade 8  
CC.1.2.8.A,B  
CC.1.2.8.F,G,J  
CC.1.4.8.A,B,W  
CC.1.5.8.A,B,C,G |

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<tr>
<th>Economics</th>
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<tr>
<td>6.1.7.D. Explain how positive and negative incentives affect behavior.</td>
<td>NA</td>
</tr>
</tbody>
</table>
| 6.4.7.B. Analyze how changes in trade affect standards of living. | Grade 6  
CC.1.2.6.A,B  
CC.1.2.6.F,G,J  
CC.1.4.6.A,B,W  
CC.1.5.6.A,B,C,G |
| 6.3.7.D. Identify how governments limit or promote international trade. | Grade 7  
CC.1.2.7.A,B  
CC.1.2.7.F,G,J  
CC.1.4.7.A,B,W  
CC.1.5.7.A,B,C,G |
| 6.4.7.C. Explain how multinational corporations and other non-government organizations contribute to economic interdependence | Grade 8  
CC.1.2.8.A,B  
CC.1.2.8.F,G,J  
CC.1.4.8.A,B,W  
CC.1.5.8.A,B,C,G |

### 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

**Academic Standards**

<table>
<thead>
<tr>
<th>Economics</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
</table>
| 6.5.7.A. Describe how people are compensated for their production of goods and services. | Grade 6  
CC.1.2.6.A,B  
CC.1.2.6.F,G,J  
CC.1.4.6.A,B,W  
CC.1.5.6.A,B,C,G |
| 6.4.7.B. Analyze how people are compensated for their production of goods and services. | Grade 7  
CC.1.2.7.A,B  
CC.1.2.7.F,G,J  
CC.1.4.7.A,B,W  
CC.1.5.7.A,B,C,G |
| 6.3.7.D. Identify how governments limit or promote international trade. | Grade 8  
CC.1.2.8.A,B  
CC.1.2.8.F,G,J  
CC.1.4.8.A,B,W  
CC.1.5.8.A,B,C,G |

<table>
<thead>
<tr>
<th>Numbers and operations</th>
<th>Numbers and operations</th>
</tr>
</thead>
</table>
| CC.2.1.6.D.1  
CC.2.1.6.E.1 | CC.2.1.6.D.1  
CC.2.1.6.E.1 |
| CC.2.1.7.D.1  
CC.2.1.7.E.1 | CC.2.1.7.D.1  
CC.2.1.7.E.1 |

### 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

**Academic Standards**

<table>
<thead>
<tr>
<th>Consumer Sciences</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
</table>
| 11.1.9.E. Compare the influences of income and fringe benefits to make decisions about work. | Grade 6  
CC.1.2.6.A,B  
CC.1.2.6.F,G,J  
CC.1.4.6.A,B,W  
CC.1.5.6.A,B,C,G |
| 13.1.8 A. Relate careers to individual interests, abilities, and aptitudes. | Grade 7  
CC.1.2.7.A,B  
CC.1.2.7.F,G,J  
CC.1.4.7.A,B,W  
CC.1.5.7.A,B,C,G |
| 13.1.8 E. Analyze the economic factors that impact employment opportunities. | Grade 8  
CC.1.2.8.A,B  
CC.1.2.8.F,G,J  
CC.1.4.8.A,B,W  
CC.1.5.8.A,B,C,G |

<table>
<thead>
<tr>
<th>C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</th>
<th>Numbers and operations</th>
</tr>
</thead>
</table>
| CC.2.1.6.D.1  
CC.2.1.6.E.1 | CC.2.1.6.D.1  
CC.2.1.6.E.1 |
| CC.2.1.7.D.1  
CC.2.1.7.E.1 | CC.2.1.7.D.1  
CC.2.1.7.E.1 |

<table>
<thead>
<tr>
<th>Career</th>
<th>Pennsylvania Core Math</th>
</tr>
</thead>
</table>
| 13.1.8 A. Relate careers to individual interests, abilities, and aptitudes. | Grade 6  
CC.1.2.6.A,B  
CC.1.2.6.F,G,J  
CC.1.4.6.A,B,W  
CC.1.5.6.A,B,C,G |
| 13.1.8 E. Analyze the economic factors that impact employment opportunities such as geographic location and global influences | Grade 7  
CC.1.2.7.A,B  
CC.1.2.7.F,G,J  
CC.1.4.7.A,B,W  
CC.1.5.7.A,B,C,G |
| 13.1.8 E. Analyze the economic factors that impact employment opportunities such as geographic location and global influences | Grade 8  
CC.1.2.8.A,B  
CC.1.2.8.F,G,J  
CC.1.4.8.A,B,W  
CC.1.5.8.A,B,C,G |

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## JA It’s My Business!

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<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>Consumer Sciences</strong>&lt;br&gt;11.1.9.E. Compare the influences of income and fringe benefits to make decisions about work. <strong>Economics</strong>&lt;br&gt;6.5.8.F. Explain the role of entrepreneurship across the nation. <strong>Career</strong>&lt;br&gt;13.1.8. A. Relate careers to individual interests, abilities, and aptitudes. 13.4.8. A. Compare and contrast entrepreneurship to traditional employment.</td>
<td>13.4.8 A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: • Benefits • Job security • Operating costs • Wages B. Evaluate how entrepreneurial character traits influence career opportunities.</td>
<td><strong>Grade 6</strong>&lt;br&gt;CC.1.2.6.A,C CC.1.4.6.A,B,C,F CC.1.5.6.A,C,G <strong>Grade 7</strong>&lt;br&gt;CC.1.2.7.A,C CC.1.4.7.A,B,C,F CC.1.5.7.A,C,G <strong>Grade 8</strong>&lt;br&gt;CC.1.2.8.A,C CC.1.4.8.A,B,C,F CC.1.5.8.A,C,G</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to: • Define entrepreneurship and social entrepreneurship • Describe the relationship between a business and its products and service • Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves</td>
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<tr>
<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>Economics</strong>&lt;br&gt;6.1.7.D. Explain how positive and negative incentives affect behavior. 6.2.7.A. Describe the interaction of consumers and producers of goods and services in the state and national economy 6.2.7.B. Explain why and how market competition takes place. 6.2.8.B. Identify positive and negative effects of market competition.</td>
<td>13.4.8 B. Evaluate how entrepreneurial character traits influence career opportunities.</td>
<td><strong>Grade 6</strong>&lt;br&gt;CC.1.2.6.A,C CC.1.4.6.A,B,C,F CC.1.5.6.A,C,G CC.1.5.6.D,F ELO <strong>Grade 7</strong>&lt;br&gt;CC.1.2.7.A,C CC.1.4.7.A,B,C,F CC.1.5.7.A,C,G CC.1.5.7.D,F ELO <strong>Grade 8</strong>&lt;br&gt;CC.1.2.8.A,C CC.1.4.8.A,B,C,F CC.1.5.8.A,C,G CC.1.5.8.D,F ELO</td>
</tr>
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</table>
## JA It’s My Business!

### Session Details

<table>
<thead>
<tr>
<th>Session Three: Innovative Ideas</th>
<th>Academic Standards</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
</table>
| 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. | NA | 13.2.5 E. Apply to daily activities, the essential workplace skills, such as, but not limited to:  
- Commitment  
- Communication  
- Dependability  
- Health/safety  
- Personal initiative  
- Scheduling/time management  
- Team building  
- Technical literacy  
- Technology | Grade 6  
CC.1.2.6.A,C  
CC.1.4.6.A,B,C,F  
CC.1.5.6.A,C,G  
ELO Grade 7  
CC.1.2.7.A,C  
CC.1.4.7.A,B,C,F  
CC.1.5.7.A,C,G  
ELO |

**Objectives:**
The students will be able to:  
- Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business  
- Participate in creative idea generation, from brainstorming to defending and selecting an idea

| Session Four: Testing the Market | Economics 6.2.7.C. Explain how advertising influences economic decisions.  
Math CC.2.4.7.B.1 Draw inferences about populations based on random sampling concepts. | 13.2.5 E. Apply to daily activities, the essential workplace skills, such as, but not limited to:  
- Commitment  
- Communication  
- Dependability  
- Health/safety  
- Personal initiative  
- Scheduling/time management  
- Team building  
- Technical literacy  
- Technology | Grade 6  
CC.1.2.6.A,C  
CC.1.4.6.A,B,C,F  
CC.1.5.6.A,C,G  
Grade 7  
CC.1.2.7.A,C  
CC.1.4.7.A,B,C,F  
CC.1.5.7.A,C,G  
Grade 8  
CC.1.2.8.A,C  
CC.1.4.8.A,B,C,F  
CC.1.5.8.A,C,G |

**Objectives:**
The students will be able to:  
- Discuss the importance of market research in the product development process  
- Describe multiple types of survey questions
## Session Details

### Session Five: Design and Prototype

Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.

**Objectives:**
The students will be able to:
- Represent a product idea and its features by using rough sketches and drawings
- Recognize sketches as an important first step in the prototype process

**Academic Standards:**
NA

**Career Education and Work Standards:**
13.2.5 E. Apply to daily activities, the essential workplace skills, such as, but not limited to:
- Commitment
- Communication
- Dependability
- Health/safety
- Personal initiative
- Scheduling/time management
- Team building
- Technical literacy
- Technology

**Pennsylvania Core ELA Grade 6**
- CC.1.4.6.A,B,C,F
- CC.1.5.6.A,C,G
- CC.1.5.6.D,F

**Pennsylvania Core ELA Grade 7**
- CC.1.4.7.A,B,C,F
- CC.1.5.7.A,C,G
- CC.1.5.7.D,F

**Pennsylvania Core ELA Grade 8**
- CC.1.4.8.A,B,C,F
- CC.1.5.8.A,C,G
- CC.1.5.8.D,F

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### Session Six: Seek Funding

Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.

**Objectives:**
The students will be able to:
- Describe the elements that make a strong pitch presentation
- Work together to create and deliver a product pitch for potential funding

**Academic Standards:**
Economics
- 6.1.7.D. Explain how positive and negative incentives affect behavior.
- 6.5.7.A. Describe how people are compensated for their production of goods and services.
- 6.5.8.F. Explain the role of entrepreneurship across the nation.

**Career Education and Work Standards:**
13.4.8 C. Identify and describe the basic components of a business plan, such as, but not limited to:
- Business idea
- Competitive analysis
- Daily operations
- Finances/budget
- Marketing
- Productive resources (human, capital, natural)
- Sales forecasting

**Pennsylvania Core ELA Grade 6**
- CC.1.4.6.A,B,C,F
- CC.1.5.6.A,C,G

**Pennsylvania Core ELA Grade 7**
- CC.1.4.7.A,B,C,F
- CC.1.5.7.A,C,G

**Pennsylvania Core ELA Grade 8**
- CC.1.4.8.A,B,C,F
- CC.1.5.8.A,C,G
## Session Details | Academic Standards | Career Education and Work Standards | Pennsylvania Core ELA
--- | --- | --- | ---
### 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

**NA**

13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.
B. Relate careers to personal interests, abilities, and aptitudes.
C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.
D. Explain the relationship of career training programs to employment opportunities.

Grade 6
CC.1.5.6.A,C,D,F,G
Grade 7
CC.1.5.7.A,C,D,F,G
Grade 8
CC.1.5.8.A,C,D,F,G

### 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

**Consumer Sciences**
11.1.9.E. Compare the influences of income and fringe benefits to make decisions about work.

**Career**
13.1.8. A. Relate careers to individual interests, abilities, and aptitudes.
13.1.8.C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.

Grade 6
CC.1.2.6.A,G,J,K,L
CC.1.5.6.A,C,D,G
Grade 7
CC.1.2.7.G,J,K,L
CC.1.5.7.A,C,D,G
Grade 8
CC.1.2.6.G,J,K,L
CC.1.5.8.A,C,D,G
### 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

**Academic Standards**

**Consumer Sciences**

11.1.9.E. Compare the influences of income and fringe benefits to make decisions about work.

**Economics**

6.1.7.D. Explain how positive and negative incentives affect behavior.

**Career Education and Work Standards**

13.1.8. C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.
13.2.8. A. Compare and contrast entrepreneurship to traditional employment.
13.3.8 A. Determine attitudes and work habits that support career retention and advancement.

**Pennsylvania Core ELA**

- Grade 6: CC.1.2.6.A,B
  - CC.1.5.6.A,B,C,D,F
- Grade 7: CC.1.2.7.A,B
  - CC.1.5.7.A,B,C,D,F
- Grade 8: CC.1.2.6.A,B
  - CC.1.5.8.A,B,C,D,F

### 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**

**NA**

**Career Education and Work Standards**

F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.

**Pennsylvania Core ELA**

- Grade 6: CC.1.2.6.A,B
  - CC.1.5.6.A,B,C,D,F
- Grade 7: CC.1.2.7.A,B
  - CC.1.5.7.A,B,C,D,F
- Grade 8: CC.1.2.8.A,B
  - CC.1.5.8.A,B,C,D,F
<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Five: On the Hunt</strong> 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.</td>
<td><strong>Career</strong> 13.2.8.A. Identify effective speaking and listening skills used in a job interview. 13.2.8.B. Evaluate resources available in researching job opportunities…</td>
<td>13.2.8 A. Identify effective speaking and listening skills used in a job interview. C. Prepare a draft of career acquisition documents, such as, but not limited to: • Job application • Letter of appreciation following an interview • Letter of introduction • Request for letter of recommendation • Resume</td>
<td>Grade 6 CC.1.2.6.A,B CC.1.5.6.A,B,C</td>
</tr>
<tr>
<td><strong>Objectives:</strong> The students will be able to:</td>
<td></td>
<td></td>
<td>Grade 7 CC.1.2.7.A,B CC.1.5.7.A,B,C</td>
</tr>
<tr>
<td>• Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</td>
<td></td>
<td></td>
<td>Grade 8 CC.1.2.8.A,B CC.1.5.8.A,B,C</td>
</tr>
<tr>
<td>• Recognize the importance of personal presentation and making a good impression, on paper and in person.</td>
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<tr>
<td>• Recognize the basic construction of a resume and skills that should be highlighted on a resume.</td>
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<tr>
<td><strong>Session Six: Soft Skills</strong> 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.</td>
<td><strong>Economics</strong> 6.1.7.D. Explain how positive and negative incentives affect behavior. 6.5.7.B. Describe the characteristics of productive workers.</td>
<td>13.2.8 B. Evaluate resources available in researching job opportunities 13.2.8 E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to: • Commitment • Communication • Dependability • Health/safety • Laws and regulations • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology</td>
<td>Grade 6 CC.1.2.6.A,B CC.1.4.6.A,B,C,E,F CC.1.5.6.A,B,C</td>
</tr>
<tr>
<td><strong>Objectives:</strong> The students will be able to:</td>
<td></td>
<td></td>
<td>Grade 7 CC.1.2.7.A,B CC.1.4.7.A,B,C,E,F CC.1.5.7.A,B,C</td>
</tr>
<tr>
<td>• Define and differentiate between technical skills and soft skills</td>
<td></td>
<td></td>
<td>Grade 8 CC.1.2.8.A,B CC.1.4.8.A,B,C,E,F CC.1.5.8.A,B,C</td>
</tr>
<tr>
<td>• Identify specific soft skills they already possess and those they need to improve</td>
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</table>
# JA Career Exploration Fair

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Fair Session: What Sets You Apart?</strong>&lt;br&gt;Students reflect on their abilities, interests, and values as they consider future career choices.</td>
<td>13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.&lt;br&gt;B. Relate careers to personal interests, abilities, and aptitudes.</td>
<td>Reading for Informational Text CC.1.2.6-8.F CC.1.2.6-8.G&lt;br&gt;Speaking and Listening CC.1.5.6-8.A CC.1.5.6-8.C</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Define careers.&lt;br&gt;▪ Differentiate between abilities (skills) and values.&lt;br&gt;▪ Identify their personal characteristics.</td>
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<tr>
<td><strong>The Day of the Fair</strong>&lt;br&gt;Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</td>
<td>13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.&lt;br&gt;B. Relate careers to personal interests, abilities, and aptitudes.&lt;br&gt;C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.&lt;br&gt;D. Explain the relationship of career training programs to employment opportunities.</td>
<td>Reading for Informational Text CC.1.2.6-8.F CC.1.2.6-8.G&lt;br&gt;Speaking and Listening CC.1.5.6-8.A CC.1.5.6-8.C&lt;br&gt;Writing CC.1.4.6-8.D CC.1.4.6-8.L CC.1.4.8.U CC.1.4.8.W</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:</td>
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<tr>
<td>▪ Complete one pre-fair activity (teacher-led) (optional).&lt;br&gt;▪ Express how jobs require specific interests and skills.&lt;br&gt;▪ Complete one post-fair activity (teacher-led) (optional).&lt;br&gt;▪ Complete a student evaluation, if requested.</td>
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<tr>
<td><strong>Post-Fair Session</strong>&lt;br&gt;Students reflect on their JA Career Exploration Fair experiences.</td>
<td>G. Create an individualized career plan including, such as, but not limited to:&lt;br&gt;▪ Assessment and continued development of career portfolio&lt;br&gt;▪ Career goals&lt;br&gt;▪ Cluster/pathway opportunities&lt;br&gt;▪ Individual interests and abilities&lt;br&gt;▪ Training/education required</td>
<td>Reading for Informational Text CC.1.2.6-8.A CC.1.2.6-8.C CC.1.2.6-8.F,G CC.1.2.6-8.J,K&lt;br&gt;Speaking and Listening CC.1.5.6-8.A CC.1.5.6-8.C&lt;br&gt;Writing CC.1.4.6-8.D CC.1.4.6-8.L CC.1.4.8.U CC.1.4.8.W</td>
</tr>
<tr>
<td><strong>Objectives:</strong>&lt;br&gt;The students will:</td>
<td></td>
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<tr>
<td>▪ Identify a future career goal.&lt;br&gt;▪ Create a personal action plan.</td>
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</table>
## JA Career Speaker Series

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Before the Event</strong></td>
<td>13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.</td>
<td>Reading for Informational Text</td>
</tr>
<tr>
<td>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</td>
<td>B. Relate careers to personal interests, abilities, and aptitudes.</td>
<td>CC.1.2.6-8.B</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>CC.1.2.6-8.F</td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
<td>CC.1.2.6-8.G</td>
</tr>
<tr>
<td>• Identify skills and interests.</td>
<td></td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>• Recognize Career Clusters.</td>
<td></td>
<td>CC.1.5.6-8.A</td>
</tr>
<tr>
<td>• Recall future high-demand occupations.</td>
<td></td>
<td>CC.1.5.6-8.C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC.1.4.6-8.D</td>
</tr>
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<td>CC.1.4.6-8.L</td>
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<td>CC.1.4.8.U</td>
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<td>CC.1.4.8.W</td>
</tr>
<tr>
<td><strong>Session Two: During the Event</strong></td>
<td>13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</td>
<td>B. Relate careers to personal interests, abilities, and aptitudes.</td>
<td>CC.1.5.6-8.A</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>CC.1.5.6-8.C</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>• Practice active listening skills.</td>
<td></td>
<td>CC.1.4.6-8.D</td>
</tr>
<tr>
<td>• Equate job responsibilities with skills and interests.</td>
<td>C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.</td>
<td>CC.1.4.6-8.L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC.1.4.8.U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC.1.4.8.W</td>
</tr>
<tr>
<td><strong>Session Three: After the Event</strong></td>
<td>13.1.8 G. Create an individualized career plan including, such as, but not limited to:</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Students reflect on what they learned during their preparation and the speaker event.</td>
<td>• Assessment and continued development of career portfolio</td>
<td>CC.1.5.6-8.A</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>• Career goals</td>
<td>CC.1.5.6-8.C</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>• Cluster/pathway opportunities</td>
<td>Writing</td>
</tr>
<tr>
<td>• Recognize Career Clusters.</td>
<td>• Individual interests and abilities</td>
<td>CC.1.4.6-8.D</td>
</tr>
<tr>
<td></td>
<td>• Training/education required</td>
<td>CC.1.4.6-8.L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC.1.4.8.U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CC.1.4.8.W</td>
</tr>
</tbody>
</table>
# JA Excellence through Ethics

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
</table>
| **Day of the Visit** | 13.3.8 A. Determine attitudes and work habits that support career retention and advancement.  
13.2.8 E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:  
- Commitment  
- Communication  
- Dependability  
- Health/safety  
- Laws and regulations  
- Personal initiative  
- Self-advocacy  
- Scheduling/time management | Reading Informational Text  
CC.1.2.6-8.B  
CC.1.2.6-8.F  
CC.1.2.6-8.G  
Speaking and Listening  
CC.1.5.6-8.A  
CC.1.5.6-8.C  
CC.1.5.6-8.B  
CC.1.5.8.D  
Writing  
CC.1.4.6-8.D  
CC.1.4.6-8.L  
CC.1.4.8.U  
CC.1.4.8.W |
| **Reflection Activity** | 13.2.B. Evaluate resources available in researching job opportunities | Speaking and Listening  
CC.1.5.6-8.A  
CC.1.5.6-8.C |

**Objectives:**
- Define ethics, ethical dilemma, values, core values, and interdependence.
- Articulate how one's core values affects one's choices.
- Articulate and identify the steps necessary to make ethical decisions.
- Recognize that individual ethics affect the greater community.

**Objectives:**
- Apply key terms and concepts used in the volunteer-led activities.
- Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.
- Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.
**JA Inspire**

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
</table>
| **Session One: Career Planning Starts with You** | NA                 | 13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.  
B. Relate careers to personal interests, abilities, and aptitudes.  
C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.  
D. Explain the relationship of career training programs to employment opportunities. | Reading 
Informational Text  
CC.1.2.6-8.B  
CC.1.2.6-8.F  
CC.1.2.6-8.G  
Speaking and Listening  
CC.1.5.6-8.A  
CC.1.5.6-8.C |
| 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. |                    |                                     |                        |
| **Session Two: Making the Most of JA Inspire** | NA                 | 13.2.8 E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:  
- Commitment  
- Communication  
- Dependability  
- Health/safety  
- Laws and regulations  
- Personal initiative  
- Self-advocacy  
- Scheduling/time management | Speaking and Listening  
SL 1  
SL 2  
Writing  
CC.1.4.6-8.D  
CC.1.4.6-8.L  
CC.1.4.8.U  
CC.1.4.8.W |
| 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. |                    |                                     |                        |
|   ▪ 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. |                    |                                     |                        |
## JA Inspire

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Three: JA Inspire Event</strong></td>
<td>NA</td>
<td>13.2.B. Evaluate resources available in researching job opportunities</td>
<td>Reading Informational Text</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>13.2.8 E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:</td>
<td>CC.1.2.6-8.B</td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
<td>• Commitment</td>
<td>CC.1.2.6-8.F</td>
</tr>
<tr>
<td>• Make connections with adults who have jobs in careers that interest them.</td>
<td></td>
<td>• Communication</td>
<td>CC.1.2.6-8.G</td>
</tr>
<tr>
<td>• See the connection between high school programming choices and careers.</td>
<td></td>
<td>• Dependability</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>• Collect information about the education required to be successful in a job.</td>
<td></td>
<td>• Health/safety</td>
<td>CC.1.5.6-8.A</td>
</tr>
<tr>
<td>• Practice soft skills.</td>
<td></td>
<td>• Laws and regulations</td>
<td>CC.1.5.6-8.C</td>
</tr>
<tr>
<td><strong>Session Four: Debrief and Next Steps</strong></td>
<td></td>
<td>13.1.8.G. Create an individualized career plan including, such as, but not limited to:</td>
<td>Reading Informational Text</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>• Assessment and continued development of career portfolio</td>
<td>CC.1.2.6-8.B</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>• Career goals</td>
<td>CC.1.2.6-8.F</td>
</tr>
<tr>
<td>• Evaluate personal goals and priorities based on their experience at the JA Inspire event.</td>
<td></td>
<td>• Cluster/pathway opportunities</td>
<td>CC.1.2.6-8.G</td>
</tr>
<tr>
<td>• Identify next steps, including exploration of high school coursework and other research.</td>
<td></td>
<td>• Individual interests and abilities</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>• Understand relevant business communication practices.</td>
<td></td>
<td>• Training/education required</td>
<td>CC.1.5.6-8.A</td>
</tr>
<tr>
<td>****</td>
<td></td>
<td><strong>Writing</strong></td>
<td>CC.1.5.6-8.C</td>
</tr>
<tr>
<td>****</td>
<td></td>
<td>CC.1.4.6-8.D</td>
<td>Writing</td>
</tr>
<tr>
<td>****</td>
<td></td>
<td>CC.1.4.6-8.L</td>
<td>CC.1.4.6-8.D</td>
</tr>
<tr>
<td>****</td>
<td></td>
<td>CC.1.4.6-8.U</td>
<td>CC.1.4.6-8.W</td>
</tr>
<tr>
<td>****</td>
<td></td>
<td>CC.1.4.6-8.W</td>
<td>**</td>
</tr>
</tbody>
</table>
### JA It's My Job (Soft Skills)

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicating About Yourself</strong></td>
<td>13.1.8 A. Relate careers to individual interests, abilities, and aptitudes.</td>
<td>Reading Informational Text CC.1.2.6-8.B</td>
</tr>
<tr>
<td>Students learn what their dress,</td>
<td>B. Relate careers to personal interests, abilities, and aptitudes.</td>
<td>CC.1.2.6-8.F</td>
</tr>
<tr>
<td>speech, and listening skills communicate to others about them.</td>
<td>13.2.8 A. Identify effective speaking and listening skills used in a job interview.</td>
<td>Speaking and Listening CC.1.5.6-8.A</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>CC.1.5.6-8.C</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>CC.1.5.8.E</td>
</tr>
<tr>
<td>▪ Recognize the importance of</td>
<td></td>
<td>CC.1.5.8.G</td>
</tr>
<tr>
<td>manners as an element of</td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>professionalism.</td>
<td></td>
<td>CC.1.4.6-8.T</td>
</tr>
<tr>
<td>▪ Identify language and style</td>
<td></td>
<td>CC.1.4.6-8.U</td>
</tr>
<tr>
<td>appropriate for the workplace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Applications and Resumes</strong></td>
<td>13.2.B. Evaluate resources available in researching job opportunities</td>
<td>Speaking and Listening CC.1.5.6-8.A</td>
</tr>
<tr>
<td>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</td>
<td>13.2.8 A. Identify effective speaking and listening skills used in a job interview.</td>
<td>CC.1.5.6-8.C</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>C. Prepare a draft of career acquisition documents, such as, but not limited to:</td>
<td>Writing</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>▪ Job application</td>
<td>CC.1.4.6-8.T</td>
</tr>
<tr>
<td>▪ Identify information necessary for</td>
<td>▪ Letter of appreciation following an interview</td>
<td>CC.1.4.6-8.U</td>
</tr>
<tr>
<td>a job application.</td>
<td>▪ Letter of introduction</td>
<td></td>
</tr>
<tr>
<td>▪ Recognize key features and</td>
<td>▪ Request for letter of recommendation</td>
<td></td>
</tr>
<tr>
<td>formatting of resumes.</td>
<td>▪ Resume</td>
<td></td>
</tr>
<tr>
<td>▪ Use appropriate language for a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>resume.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Interviewing for a Job

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.

**Objectives:**
The students will be able to:
- Identify appropriate content for a personal brag sheet
- Adapt personal information to interview situations.
- Develop answers to common interview questions.
- Recognize appropriate professional dress and demeanor for a job interview.

13.1.8 G. Create an individualized career plan including, such as, but not limited to:
- Assessment and continued development of career portfolio
- Career goals
- Cluster/pathway opportunities
- Individual interests and abilities
- Training/education required

13.2.8 A. Identify effective speaking and listening skills used in a job interview.

### Cell Phones in the Workplace

Students develop an understanding of appropriate communication methods to ensure workplace success.

**Objectives:**
The students will be able to:
- Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.
- Identify the effects of inappropriate usage of cell phones in the workplace.
- Adapt cell phone behavior and functions for professional uses.
- Recognize and apply appropriate texting style for communicating in the workplace.

13.2.8 E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:
- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations
- Personal initiative
- Self-advocacy
- Scheduling/time management

13.3.8 A. Determine attitudes and work habits that support career retention and advancement.
**JA It’s My Job (Soft Skills)**

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Career Education and Work Standards</th>
<th>Pennsylvania Core ELA</th>
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</thead>
</table>
| **Workplace Communication** | 13.2.8 E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to: | Speaking and Listening  
CC.1.5.6-8.A  
CC.1.5.6-8.C  
CC.1.5.8.E  
CC.1.5.8.G |
| Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively. | • Commitment  
• Communication  
• Dependability  
• Health/safety  
• Laws and regulations  
• Personal initiative  
• Self-advocacy  
• Scheduling/time management |
| **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. |  |  |
| **Workplace Writing** | 13.2.8 E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to: | Speaking and Listening  
CC.1.5.6-8.A  
CC.1.5.6-8.C  
CC.1.5.8.E  
CC.1.5.8.G  
Writing  
CC.1.4.6-8.D  
CC.1.4.6-8.L  
CC.1.4.6-8.T  
CC.1.4.6-8.U  
CC.1.4.6-8.W |
| Students practice writing concisely, clearly, and correctly, with appropriate workplace style. | • Commitment  
• Communication  
• Dependability  
• Health/safety  
• Laws and regulations  
• Personal initiative  
• Self-advocacy  
• Scheduling/time management |  |
| **Objectives:** |  |  |
| The students will be able to: |  |  |
| • Use proper spelling, grammar, and punctuation in the workplace.  
• List best practices for effective business writing.  
• Use clear language and appropriate style for written communication in the workplace.  
• Identify important ideas and express them clearly and concisely in writing. |  |  |