



empowering young people to
own their economic success®

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

Updated November 2020 (2021)

[Iowa Core Social Studies Standards](#)

[Iowa Core 21st Century Skills](#)

Common Core State Standards Included Junior Achievement USA®

One Education Way

Colorado Springs, CO 80906

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Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

In this document, Junior Achievement programs are correlated to the Iowa Core Social Studies Standards and the Iowa Core 21st Century Skills, as well as the Common Core State Standards in English/ Language Arts and mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA Middle Grades Programs

[*JA Economics for Success*](#)[®] 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)

JA Economics for Success

Session Descriptions	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA	Common Core Math
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge as they consider education, careers, and other life choices.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Use personal reflection to explain self-knowledge Apply their skills, interests, and values to help determine a potential career path 	NA	<p>Employability Skills</p> <p>21.6–8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Grade 6 RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p>Grade 7 RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.2,4 SL.8.1 L.8.1,3,4</p>	
<p>Session Two: Be a Success</p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify the connection between goal setting, personal finance, education, and career choices Apply decision making to education and career choices 	NA	<p>Employability Skills</p> <p>21.6–8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p>	<p>Grade 6 RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS3 6.NS.C.5</p>
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize that a balanced budget is important for all workers Define the term income and differentiate between gross and net income Name ways to balance a budget 	<p>Grade 6 SS.6.24. Explain how personal financial decisions are influenced by an individual’s interpretation of needs and wants. SS.6.25. Demonstrate how to allocate income for spending, saving and giving.</p> <p>Grade 8 SS.8.26. Discuss the components of a personal spending plan, including income, planned saving and expenses.</p>	<p>Employability Skills</p> <p>21.6–8.ES.2 Adapt and adjust to various roles and responsibilities in an environment of change. 21.6–8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p> <p>Financial Literacy</p> <p>21.6–8. FL.1 Model the process of financial planning based on personal prioritization of wants and needs. 21.6–8. FL.2 Create an effective spending plan using informed decision-making skills.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>

JA Economics for Success

Session Descriptions	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA	Common Core Math
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the differences between debit and credit cards ▪ Explain the advantages and disadvantages of both cards ▪ Recognize the importance of taking personal responsibility for financial decisions 	<p>Grade 7</p> <p>SS.7.30. Explain an individual's rights and responsibilities as a consumer.</p>	<p>Employability Skills</p> <p>21.6–8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6–8.ES.5 Demonstrate productivity and accountability while aspiring to meet high expectations.</p> <p>Financial Literacy</p> <p>21.6-8. FL.2 Recognize appropriate uses of credit and its impact on an individual’s financial security.</p> <p>21.6-8. FL.4 Demonstrate ethical financial decision-making skills and assess how these decisions might impact the broader community.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score ▪ Explain actions that cause a credit score to go up or down 	<p>NA</p>	<p>Employability Skills</p> <p>21.6–8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>Financial Literacy</p> <p>21.6-8. FL.2 Recognize appropriate uses of credit and its impact on an individual’s financial security</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p>

JA Economics for Success

Session Descriptions	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA	Common Core Math
<p>Session Six: What’s the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk ▪ Explain how insurance provides a method to minimize financial risk ▪ Identify the opportunity cost of having insurance ▪ Assess how personal responsibility plays a part in minimizing risk 	<p>Grade 8</p> <p>SS.8.29. Identify ways insurance may minimize personal financial risk.</p>	<p>Employability Skills</p> <p>21.6–8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6–8.ES.2 Adapt and adjust to various roles and responsibilities in an environment of change.</p> <p>Financial Literacy</p> <p>21.6-8. FL.3 Evaluate various risks to personal identity and create a plan for ongoing protection.</p> <ul style="list-style-type: none"> • Recognize different types of insurance. • Explain why an individual needs various types of insurance. 	<p>Grade 6 SL.6.1 L.6.1,3,4</p> <p>Grade 7 SL.7.1 L.7.1,3,4</p> <p>Grade 8 SL.8.1 L.8.1,3,4</p>	

JA Global Marketplace

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer ▪ Identify what a customer gains from an exchange with a business ▪ Define ethics and ethical dilemma (Deeper Look) ▪ Identify the stakeholders of a business. ▪ Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look) 	<p>Grade 6</p> <p>SS.6.1. Explain how disciplinary concepts and ideas are associated with a compelling question.</p>	<p>Employability Skills</p> <p>21.6–8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6–8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Grade 6</p> <p>SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.</p> <p>SS.6.14. Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other</p> <p>SS.6.17. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.</p> <p>Grade 7</p> <p>SS.7.13. Identify social, political, and economic factors that can influence our thoughts and behavior.</p> <p>Grade 8</p> <p>SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.</p>	<p>Employability Skills</p> <p>21.6–8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA Global Marketplace

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade ▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade 	<p>Grade 6</p> <p>SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.</p> <p>SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.</p>	<p>Employability Skills</p> <p>21.6–8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6–8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Grade 6</p> <p>RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>Grade 6</p> <p>SS.6.16. Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.</p> <p>SS.6.18. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.</p> <p>Grade 7</p> <p>SS.7.19. Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.</p> <p>SS.7.22. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade</p>	<p>Employability Skills</p> <p>21.6–8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6–8.ES.2 Adapt and adjust to various roles and responsibilities in an environment of change</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p>Grade 7</p> <p>RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p>Grade 8</p> <p>RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p>MATH</p> <p>6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p>Mathematical Practices</p> <p>1-2 4-7</p>

JA Global Marketplace

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify examples of trade barriers ▪ Analyze the consequences of trade barriers on businesses, employees, and customers ▪ Explain why balance of trade matters to businesses, customers, and employees 	<p>Grade 6</p> <p>SS.6.11. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p> <p>Grade 7</p> <p>SS.7.16. Examine the origins, purposes, and impact of laws, treaties, and international agreements.</p> <p>SS.7.17. Describe the roles of political, civil, and economic organizations in shaping people's lives.</p> <p>SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</p> <p>SS.7.20. Investigate the impact of trade policies and barriers on a nation and its citizens.</p> <p>Grade 8</p> <p>SS.8.15. Evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</p>	<p>Employability Skills</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.)</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define currency and exchange rate ▪ Recognize that different countries have different forms of currency ▪ Recognize that each currency has a different value, which is determined through a variable exchange rate 	<p>Grade 6</p> <p>SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.</p>	<p>Employability Skills</p> <p>21.6–8.ES.5 Demonstrate productivity and accountability while aspiring to meet high expectations</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7</p> <p>RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>

JA Global Marketplace

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages ▪ Express specific steps that would need to be taken to obtain work in another country ▪ Recognize the value of a second language for future job opportunities 	<p>Grade 7</p> <p>SS.7.15. Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts.</p> <p>SS.7.17. Describe the roles of political, civil, and economic organizations in shaping people's lives.</p> <p>SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</p>	<p>Employability Skills</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

JA It's My Business!

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA
<p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship ▪ Describe the relationship between a business and its products and service ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves 	<p>Grade 6</p> <p>SS.6-8.1. Explain how disciplinary concepts and ideas are associated with a compelling question.</p> <p>SS.6.15. Distinguish how varying economic systems impact a nation and its citizens.</p> <p>SS.6.24. Explain how personal financial decisions are influenced by an individual's interpretation of needs and wants.</p>	<p>Financial Literacy</p> <p>21.6–8. FL.6 Demonstrate ethical financial decision-making skills and assess how these decisions might impact the broader community.</p>	<p>Grade 6</p> <p>RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 L.8.1-5</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define market and need ▪ Explain the importance of identifying market and need when developing new product or service ideas 	<p>Grade 6</p> <p>SS.6-8.2. Identify the relationship between supporting questions and compelling questions in an inquiry.</p> <p>Grade 7</p> <p>SS.7.29. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions.</p>	<p>Employability Skills</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Grade 6</p> <p>RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

JA It's My Business!

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea 	<p>NA</p>	<p>Employability Skills</p> <p>21.9–12.ES.1 Communicate and work productively with others, incorporating different perspectives and cross-cultural understanding, to increase innovation and the quality of work.</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Grade 6</p> <p>RI.6.1 RI. 6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p>Session Four: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process ▪ Describe multiple types of survey questions 	<p>Grade 7</p> <p>SS.7.29. Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions.</p>	<p>Employability Skills</p> <p>21.9–12.ES.2 Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI. 8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

JA It's My Business!

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA
<p>Session Five: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Represent a product idea and its features by using rough sketches and drawings ▪ Recognize sketches as an important first step in the prototype process 	NA	<p>Employability Skills</p> <p>21.9–12.ES.5 Demonstrate productivity and accountability by meeting high expectations.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the elements that make a strong pitch presentation ▪ Work together to create and deliver a product pitch for potential funding 	<p>Grade 6</p> <p>SS.6.9. Present original arguments based on credible sources using a variety of media to authentic audiences.</p>	<p>Employability Skills</p> <p>21.6-8.ES.3 Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.</p> <p>21.6-8.ES.4 Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p>Grade 7</p> <p>RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

JA It's My Future

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA
<p>Session One: My Brand</p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career ▪ Design a logo that expresses their personal brand 	<p>Grade 7</p> <p>SS.7.1. Compare disciplinary concepts and ideas associated with a compelling question.</p>	<p>Employability Skills</p> <p>21.9–12.ES.1 Communicate and work productively with others, incorporating different perspectives and cross-cultural understanding, to increase innovation and the quality of work.</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define careers cluster. ▪ Identify jobs in specific career clusters to explore further ▪ Recognize the interconnectivity and value of all types of jobs 	<p>Grade 7</p> <p>SS.7.3. Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</p>	<p>Employability Skills</p> <p>21.9–12.ES.1 Communicate and work productively with others, incorporating different perspectives and cross-cultural understanding, to increase innovation and the quality of work.</p>	<p>Grade 6</p> <p>RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA It's My Future

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA
<p>Session Three: High-Growth Careers</p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high- growth rates ▪ Consider a variety of factors when selecting a career 	<p>NA</p>	<p>Employability Skills</p> <p>21.9–12.ES.2 Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>
<p>Session Four: Career Mapping</p> <p>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.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to explore further ▪ Plan significant milestones they need to reach to earn a particular job 	<p>Grade 7</p> <p>SS.7.28. Predict the relationship between financial goals and achievements.</p>	<p>Employability Skills</p> <p>21.9–12.ES.5 Demonstrate productivity and accountability by meeting high expectations.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>

JA It's My Future

Session Details	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basics of looking for and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. 	NA	<p>Employability Skills</p> <p>21.9–12.ES.4 Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI. 7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define and differentiate between technical skills and soft skills ▪ Identify specific soft skills they already possess and those they need to improve 	NA	<p>Employability Skills</p> <p>21.9–12.ES.3 Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

JA Career Exploration Fair

Session Descriptions	Iowa Core 21st Century Skills	Common Core ELA
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>The Day of the Fair</p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Complete one pre-fair activity (teacher-led) (optional). ▪ Express how jobs require specific interests and skills. ▪ Complete one post-fair activity (teacher-led) (optional). ▪ Complete a student evaluation, if requested. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.2 Adapt and adjust to various roles and responsibilities in an environment of change.</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>
<p>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify a future career goal. ▪ Create a personal action plan. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Reading for Informational Text RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Career Speaker Series

Session Descriptions	Iowa Core 21st Century Skills	Common Core ELA
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.2 Adapt and adjust to various roles and responsibilities in an environment of change.</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 2 W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Excellence through Ethics

Session Descriptions	Academic Standards	Common Core ELA
<p>Day of the Visit</p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define ethics, ethical dilemma, values, core values, and interdependence. ▪ Articulate how one's core values affects one's choices. ▪ Articulate and identify the steps necessary to make ethical decisions. ▪ Recognize that individual ethics affect the greater community. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.2 Adapt and adjust to various roles and responsibilities in an environment of change.</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2 SL 3 SL 4</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Reflection Activity</p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Apply key terms and concepts used in the volunteer-led activities. ▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.2 Adapt and adjust to various roles and responsibilities in an environment of change.</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 3</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Inspire

Session Descriptions	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA
<p>Session One: Career Planning Starts with You</p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters that match their skills and interests. ▪ Assess their soft skills and identify need for improvement. ▪ Identify industries and jobs that offer opportunities. 	<p>SS.7.2. Create supporting questions to help answer the compelling question in an inquiry.</p>	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>Financial Literacy</p> <p>21.6-8. FL.2 Create an effective spending plan using informed decision-making skills.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Two: Making the Most of JA Inspire</p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify companies that they want to learn more about at the JA Inspire event. Three is a good number. ▪ Prepare questions that they want to ask and practice asking them. ▪ Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer and helps to connect them with the company volunteers. ▪ Express their expectations of the upcoming event. 	<p>SS.7.3. Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</p> <p>SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</p>	<p>Employability Skills</p> <p>21.6-8.ES.2 Adapt and adjust to various roles and responsibilities in an environment of change.</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7 W 8</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Inspire

Session Descriptions	Social Studies Standards	Iowa Core 21st Century Skills	Common Core ELA
<p>Session Three: JA Inspire Event</p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Make connections with adults who have jobs in careers that interest them. ▪ See the connection between high school programming choices and careers. ▪ Collect information about the education required to be successful in a job. ▪ Practice soft skills. 	<p>SS.7.3. Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.</p> <p>SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</p>	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.2 Adapt and adjust to various roles and responsibilities in an environment of change.</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>Session Four: Debrief and Next Steps</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event. ▪ Identify next steps, including exploration of high school coursework and other research. ▪ Understand relevant business communication practices. 	<p>SS.7.18. Explain and evaluate how economic decisions affect the wellbeing of individuals, businesses, and society.</p> <p>SS.7.8. Independently construct responses to compelling questions supported by reasoning and evidence.</p> <p>SS.7.9. Present original arguments based on credible sources using a variety of media to authentic audiences.</p>	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 3 W 4 W 5</p> <p>Language L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Iowa Core 21st Century Skills	Common Core ELA
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of manners as an element of professionalism. ▪ Identify language and style appropriate for the workplace. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Reading for Informational Text RI 1 RI 4</p> <p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p>
<p>Applications and Resumes</p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify information necessary for a job application. ▪ Recognize key features and formatting of resumes. ▪ Use appropriate language for a resume. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Iowa Core 21st Century Skills	Common Core ELA
<p>Interviewing for a Job</p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify appropriate content for a personal brag sheet ▪ Adapt personal information to interview situations. ▪ Develop answers to common interview questions. ▪ Recognize appropriate professional dress and demeanor for a job interview. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.4 Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L1 L 2 L 3 L 4 L 6</p>
<p>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. ▪ Identify the effects of inappropriate usage of cell phones in the workplace. ▪ Adapt cell phone behavior and functions for professional uses. ▪ Recognize and apply appropriate texting style for communicating in the workplace. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L1 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Iowa Core 21st Century Skills	Common Core ELA
<p>Workplace Communication</p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify and use an appropriate professional tone in workplace communication. ▪ Identify appropriate and inappropriate subjects for workplace discussion. ▪ Enable cooperative and productive group interactions. ▪ Communicate to solve problems collaboratively and respectfully. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L1 L 3 L 4 L 6</p>
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Use proper spelling, grammar, and punctuation in the workplace. ▪ List best practices for effective business writing. ▪ Use clear language and appropriate style for written communication in the workplace. ▪ Identify important ideas and express them clearly and concisely in writing. 	<p>Employability Skills</p> <p>21.6-8.ES.1 Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.</p> <p>21.6-8.ES.3 Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4 W5 W6</p> <p>Language</p> <p>L1 L 2 L 3 L 4 L 6</p>