



empowering young people to
own their economic success®

A Correlation between the Common Core State Standards, Missouri Revised Standards and and Junior Achievement Middle School Programs

Updated June 2018
Missouri Revised Standards and Grade-Level Expectations
Common Core State Standards Included

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org

Overview

Junior Achievement programs offer a multidisciplinary approach – connecting information across social studies disciplines such as economics, geography, history, government, and civics while incorporating mathematical concepts and reasoning and language arts skills.

In this document, Junior Achievement programs are correlated to the Missouri Revised Standards and Grade-Level Expectations for social studies for grades 6-8 as well as the Common 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 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!® encompasses entrepreneurship curriculum for students in grades six, seven, and eight. Students are encouraged to use critical thinking to learn entrepreneurial skills that support a positive attitude as they explore and enhance their career aspirations.

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® provides practical information about preparing for the working world while still in middle school.

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 Economics for Success

Session Descriptions	Key Learning Objectives	Common Core English/Language Arts	Common Core Mathematics	Social Studies/Career Standards
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p>Objectives: 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. 	<p>Grade 6 RI.6.2 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.2 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.2 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>NA</p>	<p>Economic Concepts 4.2.B</p> <p>Career Development 6/7.CD.7A 6-8.CD.7.B</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: 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. 	<p>Grade 6 RI.6.4 SL.6.1-2 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>6.NS.3 6.NS.5</p> <p>7.RP.3 7.NS.1-3</p> <p>Mathematical Practices 1-2 6-7</p>	<p>Career Development 6-8.CD.8.A</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: 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 RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1</p>	<p>6.RP.1-3 6.NS.2-3</p> <p>7.RP.1-3 7.NS.1-3</p> <p>Mathematical Practices 1-2 4-8</p>	<p>Economic Concepts 4.2.B</p> <p>Career Development 6-8.CD.8.B</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core English/Language Arts	Common Core Mathematics	Social Studies/Career Standards
<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: 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 6 RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>6.RP.1-3 6.NS.3</p> <p>7.RP.1-3 7.NS.1-3</p> <p>Mathematical Practices 1-2 5-8</p>	<p>Economic Concepts 4.2.B 4.2.D</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: 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>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4 L.6.4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>6.NS.3 6.NS.5</p> <p>Mathematical Practices 1,3,6</p>	<p>Government Systems and Principles 2.1.A</p>
<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: 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 6 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 SL.8.1 L.8.1 L.8.3-4</p>	<p>Mathematical Practices 2-3</p>	<p>Economic Concepts 4.2.B</p>

JA Global Marketplace

Session Details	MO 6-8 Geography and Comprehensive Guidance Standards	Common Core ELA	Common Core Math
<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. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p>Objectives:</p> <p>The students will be able to:</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). <p>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>	<p>Geographic Study 3.2.C. Explain how the movement of people, goods, and ideas impact world regions.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6 Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6 Grade 8 RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>	NA
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers' needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> 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.. 	<p>Geographic Study 3.1.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.</p> <p>People, Groups, and Cultures 5.2.A. Compare and contrast the human characteristics within and among regions.</p> <p>5.2. B. Explain how groups and institutions of a place develop to meet peoples' needs.</p> <p>3.1.B Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.</p> <p>Personal and Social Development PS.2.A.08: Self-assess interpersonal skills that will help maintain quality relationships.</p> <p>PS.2.B.07: Promote acceptance and respect for cultural differences within the global community.</p> <p>PS.2.C.06 Apply problem-solving and conflict-resolution skills to new challenges.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6 Grade 7 RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6 Grade 8 RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>	NA

JA Global Marketplace

Session Details	MO 6-8 Geography and Comprehensive Guidance Standards	Common Core ELA	Common Core Math
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p>Objectives:</p> <p>The students will be able to:</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 of their own needs. Apply key terms related to trade. Describe how improvements in technology can influence international trade. 	<p>Geographic Study</p> <p>3.2.C Explain how human-environmental interactions shape people and places.</p> <p>3.1.A Create and use maps, graphs, statistics, and geo- spatial technology in order to explain relationships and reveal spatial patterns or trends.</p> <p>Economic Concepts</p> <p>4.2.A. Analyze resource availability to explain its causes and impacts on conflict or cooperation.</p> <p>4.2.B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p> <p>4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.</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>Grade 6</p> <p>6.NSA.3</p> <p>Mathematical Practices 6-8</p> <p>1-2 4-7</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that modern countries cannot provide all of the products and services that their people want and need. Therefore, businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. Students will look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Define specialization. Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs. <p>Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country</p>	<p>Geographic Study</p> <p>3.1.E. Locate the major nations of the world.</p> <p>3.2.D Explain how the movement of people, goods, and ideas impact world regions.</p> <p>Economic Concepts</p> <p>4.1.A Using a geographic lens, evaluate economic decisions to determine costs and benefits on society.</p> <p>4.2.B. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-4 L.6.6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4 L.7.6</p> <p>Grade 8</p> <p>RI.8.1 RI.6.4 SL.8.1-2 L.8.1 L.8.3-4 L.8.6</p>	<p>NA</p>

JA Global Marketplace

Session Details	MO 6-8 Geography and Comprehensive Guidance Standards	Common Core ELA	Common Core Math
<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 be able to:</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>Economic Concepts</p> <p>4.1. A Using a geographic lens, evaluate economic decisions to determine costs and benefits on society.</p> <p>4.2.D. Analyze economic systems to explain their impact on peoples’ behavior and choices.</p> <p>People, Groups, and Cultures</p> <p>5.2.B Explain how groups and institutions of a place develop to meet peoples’ needs.</p> <p>Government Systems and Principles</p> <p>2.2. A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.</p> <p>2.2. B. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</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>Grade 6</p> <p>6.NSA.3</p> <p>Mathematical Practices 6-8</p> <p>1-2 4-7</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 be able to:</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>Economic Concepts</p> <p>2.4.D Analyze economic systems to explain their impact on peoples’ behavior and choices.</p> <p>Government Systems and Principles</p> <p>2.2. A. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.</p> <p>2.2. B. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p>	<p>Grade 6</p> <p>RI.6.4 RI.6.7 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>	<p>Grade 6</p> <p>6.RP.A.1 6.RP.A.2 6.RP.A.3</p> <p>Grade 7</p> <p>7.RP.A.1</p> <p>Mathematical Practices 6-8</p> <p>1-2 4-8</p>
<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 be able to:</p> <ul style="list-style-type: none"> 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 	<p>Geographical Study</p> <p>3.2.D Explain how the movement of people, goods, and ideas impact world regions.</p> <p>Personal and Social Development</p> <p>PS8.A Utilize career and educational information to explore career paths of interest.</p> <p>PS8.B Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</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>	<p>Grade 6</p> <p>6.NSA.3</p> <p>Mathematical Practices 6-8</p> <p>1-2 4-8</p>

JA It's My Business!

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	MO Revised Learning Standards
<p>Session One: I Am an Entrepreneur</p> <p>Students identify entrepreneurial and businesses characteristics common to entrepreneurs.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship ▪ Identify four key entrepreneurial characteristics ▪ Recognize personal entrepreneurial characteristics 	<p>RI.6.1-2 RI.6.4 RI.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 SL.8.1-5 L.8.1-5</p>	<p>NA</p>	<p>Personal and Social Development PS.1A.06/07</p> <p>Career Development 6-8. CD.7. A</p>
<p>Session Two: I Can Change the World</p> <p>Students consider customer needs to brainstorm a product design.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe how entrepreneurs fill a market need ▪ Discuss the role of market research in determining market need and competitive advantage 	<p>RI.6.1,2,4 RI.6.7-8 W.6.1-2 W.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 W.7.1-2 W.7.6-8 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 W.8.1-2 W.8.7-9 SL.8.1-5 L.8.1-5</p>	<p>6.NS.1-3 7.NS.1-3</p>	<p>Personal and Social Development PS.1A.06/07</p> <p>Career Development 6-8. CD.7. A</p>
<p>Session Three: I Know My Customer</p> <p>Students create advertising ideas for products.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Create effective advertisements for a variety of businesses 	<p>RI.6.1,2,4 RI.6.7-8 W.6.1-2 W.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 W.7.1-2 W.7.6-8 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 W.8.1-2 W.8.7-9 SL.8.1-5 L.8.1-5</p>	<p>6.RP.1-3 6.NS.1-3 6.SP.1-5</p> <p>7.RP.1-3 7.NS.1-3 7.SP.1, 5-6</p> <p>8.SP.1,2,4</p>	<p>Personal and Social Development PS.1.C. PS.2.A</p>

JA It's My Business!

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	MO Revised Learning Standards
<p>Session Four: I Have an Idea</p> <p>Students participate in an auction.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize how being creative and innovative are necessary entrepreneurial skills for starting a business ▪ Verbally defend their decisions 	<p>RI.6.1-2 RI.6.4 RI.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 SL.8.1-5</p>	<p>6.RP.1-3 6.NS.1-3 6.SP.1-5</p> <p>7.RP.1-3 7.NS.1-3 7.SP.1, 5-6</p> <p>8.SP.1,2,4</p>	<p>Personal and Social Development PS.1.C</p> <p>Career Development 6-8. CD.7. A</p>
<p>Session Five: I See a Need</p> <p>Students develop a business plan.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Analyze how entrepreneurs use their knowledge and abilities to create businesses ▪ Develop business plans based on set criteria 	<p>RI.6.1-2 RI.6.4 RI.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 SL.8.1-5 L.8.1-5</p>	<p>NA</p>	<p>Personal and Social Development PS.1.C. PS.2.A</p>
<p>Session Six: Celebrate Entrepreneurs!</p> <p>Students identify their entrepreneurial characteristics.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify characteristics they share with entrepreneurs ▪ Create a personal entrepreneur profile 	<p>RI.6.1-2 RI.6.4 RI.6.7-8 W.6.1-2 W.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 W.7.1-2 W.7.6-8 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 W.8.1-2 W.8.7-9 SL.8.1-5 L.8.1-5</p>	<p>NA</p>	<p>Personal and Social Development PS.1A.06/07</p> <p>Career Development 6-8. CD.7. A</p>

JA It's My Business! Blended Model

Session Details	MO Revised Learning Standards	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, then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship. ▪ Describe the relationship between a business and its products and services. ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves. 	<p>Personal and Social Development PS.1A.07 Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept.</p> <p>6. CD.7. A. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>6. CD.7. C. Recognize non-traditional work roles.</p>	<p>Grade 6 RI.6.4 RI.6.7 SL. 6.1-2 L. 6.1-6</p> <p>Grade 7 RI.7.4 RI.7.7 SL. 7.1-2 L. 7.1-6</p> <p>Grade 8 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: The students will be able to:</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>No entrepreneurship standards at this grade level. Please refer to National Content Standards for Entrepreneurship Education for this program at https://www.juniorachievement.org/web/ja-usa/national-academic-standards</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4 L. 6.1-6</p> <p>Grade 7 RI 7.1,4,7 SL. 7.1-2 SL. 7.4 L. 7.1-6</p> <p>Grade 8 RI 8.1 RI. 8.4 SL. 8.1-2 SL. 8.4 L. 8.1-5</p>
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation, and examine cutting edge, innovative new products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives: The students will be able to:</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>Personal and Social Development PS.1.C. a. Identify and practice ways to be a contributing group member.</p> <p>PS.2.A. Practice effective interpersonal skills in a variety of social situations</p>	<p>Grade 6 RI.6.1,4,7 SL. 6.1-2 SL. 4-5 L. 6.1-6</p> <p>Grade 7 RI 7.1,4,7 SL. 7.1-2 SL. 7.4-5 L. 7.1-6</p> <p>Grade 8 RI 8.1,4 SL.8.1-2 SL.8.4-5 L. 8.1-5</p>

JA It's My Business! Blended Model

Session Details	MO Revised Learning Standards	Common Core ELA
<p>Session Four: Design and Prototype</p> <p>Students learn about the product design and prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives: The students will be able to:</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. 	<p>Refer to National Standards</p>	<p>Grade 6 RI 6.1,4,7 W.6.4 SL 6.1-.2 L. 6.1-6</p> <p>Grade 7 RI 7.1,4,7 W.7.4 SL 7.1-2 L. 7.1-6</p> <p>Grade 8 RI 8.4 W.8.4 SL 8.1-.2 L. 8.1-5</p>
<p>Session Five 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, finally, practice developing survey questions in groups.</p> <p>Objectives: The students will be able to:</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>Personal and Social Development PS.1.C. a. Identify and practice ways to be a contributing group member.</p> <p>PS.2.A. Practice effective interpersonal skills in a variety of social situations</p>	<p>Grade 6 RI 6.4,7 W.6.4 SL 6.1-2 SL 6.4-5 L. 6.1-6</p> <p>Grade 7 RI.7.4,7 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 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 start-up funds.</p> <p>Objectives: The students will be able to:</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>Personal and Social Development PS.1.C. a. Identify and practice ways to be a contributing group member.</p> <p>PS.2.A. Practice effective interpersonal skills in a variety of social situations</p>	<p>Grade 6 RI 6.4,7 W.6.4 SL 6.1-2 SL 6.4-5 L. 6.1-4</p> <p>Grade 7 RI.7.4,7 W. 7.4 SL 7.1-2 SL 7.4-5 L. 7.1-4</p> <p>Grade 8 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 Descriptions	Key Learning Objectives	Common Core ELA	MO Revised Learning Standards
<p>Session One: My Brand</p> <p>Through interviews, self-reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that the choices they make in middle school can have a direct impact now and in the future ▪ Identify corporate and personal brands that represent positive reputations ▪ Design a logo as part of expressing a personal brand 	<p>Grade 6 SL.6.1,2,5 L.6.1,4</p> <p>Grade 7 SL.7.1 L.7.1,3,4</p> <p>Grade 8 SL.8.1 L.8.1,4</p>	<p>Personal and Social Development</p> <p>PS.1.A PS.1.B</p>
<p>Session Two: Career Clusters</p> <p>Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all jobs.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Examine career clusters and the jobs in each cluster that they would like to further explore ▪ Understand the interconnectivity and value of all types of jobs 	<p>Grade 6 RI.6.2,7 SL.6.1 L.6.3,4</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.8.1,2 L.8.4</p>	<p>Personal and Social Development</p> <p>PS.1.A PS.1.B PS.1.C</p>
<p>Session Three: High-Growth Careers</p> <p>Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the four factors to consider in choosing a job ▪ Describe industries that are forecasted to have high growth 	<p>Grade 6 RI.6.1,2,4 W.6.4,7 SL.6.1,2,5 L.6.1,3,4</p> <p>Grade 7 RI.7.1,2,4 W.7.2,4,7 SL.7.1,2,5 L.7.1,3,4</p> <p>Grade 8 RI.8.1,2,4 W.8.2,4,7 SL.8.1,2,4,5 L.8.1,3,4</p>	<p>Career Development</p> <p>CD.7.A.06/7 CD.7.C.06/7 CD.7.B.06/7</p>
<p>Session Four: Career Mapping</p> <p>Students explore how to use life experiences to develop work skills and how to map a path to employment goals.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify work skills already developed from experiences and activities ▪ Plan significant markers they need to reach to earn a particular job 	<p>Grade 6 RI.6.1 SL.6.1 L.6.4</p> <p>Grade 7 RI.7.1,4 W.7.2,4 SL.7.1,2</p> <p>Grade 8 RI.8.1,4 W.8.2,4 SL.8.1</p>	<p>Career Development</p> <p>CD.7.A.06/7 CD.7.B.06/7</p>

JA It's My Future

Session Descriptions	Key Learning Objectives	Common Core ELA	MO Revised Learning Standards
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basic aspects of job hunting through a scavenger hunt. They are given an organizing tool to keep all their vital job-hunting information in one place.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing ▪ Analyze where to look for a job ▪ Understand the importance of keeping a record of vital information 	<p>Grade 6 RI.6.1,2,4,7 SL.6.1 L.6.4</p> <p>Grade 7 RI.7.1 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.1 W.8.7 SL.8.1,2</p>	<p>Career Development</p> <p>CD.8.A.06/07</p>
<p>Session Six: How to Keep (or Lose) a Job</p> <p>Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Differentiate between technical skills and soft skills ▪ Describe specific soft skills they already possess and those they need to practice 	<p>Grade 6 RI.6.1,2,4,7 W.6.2,4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.1,2,4 W.7.2,4,7 SL.7.1,5 L.7.1,3,4</p> <p>Grade 8 RI.8.1,2,4 W.8.2,4,7 SL.8.1,2,4,5 L.8.4</p>	<p>Personal and Social Development</p> <p>PS.2.A PS.2.B</p>

JA It's My Future- Blended

Session Descriptions	MO Career Development Standards	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: The students will be able to:</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>6. CD.7. A. Use current interests, strengths, and limitations to guide individual career exploration.</p> <p>7. CD. 7. A Use current interests, strengths, and limitations to guide career exploration and educational planning.</p>	<p>Grade 6 6.RV.3.2 6.SL.1 6.SL.2.1</p> <p>Grade 7 7.RV.3.2 7.SL.1 7.SL.2.1</p> <p>Grade 8 8.RV.3.2 8.SL.1 8.SL.2.1</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. Finally, they share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define careers clusters. ▪ Identify jobs in specific career clusters to explore further. ▪ Recognize the interconnectivity and value of all types of jobs. 	<p>6. CD.7.B. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.</p> <p>6. CD.8.A. Evaluate career and educational information resources.</p> <p>7. CD. 7. B Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p> <p>7. CD. 8. A. Utilize career and educational information to explore career paths of interest.</p> <p>8. CD. 7.B Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p> <p>8. CD. 8. A Compare personal interests with information about careers and education.</p>	<p>Grade 6 6.RV.3.2 6.SL.1 6.SL.2.1</p> <p>Grade 7 7.RV.3.2 7.SL.1 7.SL.2.1</p> <p>Grade 8 8.RV.3.2 8.SL.1 8.SL.2.1</p>
<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 fields.</p> <p>Objectives: The students will be able to:</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>6. CD.7. C. Recognize non-traditional work roles.</p> <p>6. CD. 8. B. Compare different types of post-secondary training and education as they relate to career choices.</p> <p>8. CD. 8. B. Identify the training and education required for occupations in career paths of interest.</p>	<p>Grade 6 6.RV.3.2 6.SL.1 6.SL.2.1 6.SL.4.2 6.RN.2.1</p> <p>Grade 7 7.RV.3.2 7.SL.1 7.SL.2.1 7.SL.4.2 7.RN.2.1</p> <p>Grade 8 8.RV.3.2</p>

JA It's My Future- Blended

Session Descriptions	MO Career Development Standards	Common Core ELA
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can provide transferable skills that contribute to future job success by looking at well-known celebrities and their paths to success. They learn about career maps by examining a sample and creating their own.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify experiences and activities related to foundational skills that are transferable to a future job. ▪ Plan the significant markers needed to earn a particular job. 	<p>6. CD. 9. B. Develop a resume of work experiences for home and school.</p> <p>7. CD. 8. B. Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.</p> <p>8. CD. 7. C Recognize the relevance of personal contributions made to school and community.</p>	<p>L. 6.1-4 L.6.6 SL. 6.1-3</p> <p>L. 7.1,3,4 SL. 7.1,2,4</p> <p>L. 8.1,3,4 SL. 8.1-2</p>
<p>Session Five: On the Hunt</p> <p>Students learn about the process of looking, applying, and interviewing for a job. They read about the process and then play a game in which they must identify two truths and a myth about each topic.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews. 	<p>7. CD. 9. B Identify and demonstrate basic job seeking skills of interviewing and completing applications.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential to keep a job. They complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they role-play situations that require having strong soft skills.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Differentiate between technical skills and soft skills. ▪ Describe specific soft skills they already possess and those on which they need to improve. 	<p>7. CD.9.A. Utilize information about personal, ethical, and work habit skills to enhance individual student success.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1-2 SL.7.5-6</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.1-3</p>