



empowering young people to
own their economic success®

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

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[Maryland State Standards and Frameworks for Social Studies](#)

[Maryland State Curriculum for Personal Financial Literacy Education](#)

[Maryland Career Development Framework](#)

Common Core State Standards Included

Junior Achievement USA®
One Education Way
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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.

In this document, Junior Achievement programs are correlated to the Maryland Social Studies Standards and the Common Core State Standards in English/ Language Arts and mathematics as well as the Maryland Personal Financial Literacy and Career Development Standards, where applicable.

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*](#)[®] 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	Maryland Standards	Personal Financial Literacy	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: 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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development</p> <p>Indicator A. Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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: 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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development</p> <p>Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</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.NS.3 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: 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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. 	<p>3.8.A Demonstrate the ability to use money management skills and strategies.</p> <p>3.8.A.1 Determine the feasibility of a spending plan based on a set of criteria.</p> <p>3.8.A.2 Prepare a spending plan for various applications, such as personal, family, business, and entrepreneurship.</p> <p>3.8.A.3 Formulate and compare money management choices that enable individuals to progress toward stated financial goals.</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	Maryland Standards	Personal Financial Literacy	Common Core	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: 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>Social Studies Grades 6-8 A. Economic Decision Making</p> <ol style="list-style-type: none"> Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. Plan and predict the financial outcomes in an applied decision-making process. 	<p>3.8.B Describe the services of financial institutions.</p> <p>3.8.B.1 Explain and select appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p>4.8.B Compare the advantages and disadvantages of credit products and services.</p> <p>4.8.B.1 Analyze information about credit products and services.</p> <p>4.8.E.1 Differentiate between a credit and debit card.</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: 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>Social Studies Grades 6-8 A. Economic Decision Making</p> <ol style="list-style-type: none"> Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. Plan and predict the financial outcomes in an applied decision-making process. 	<p>4.8.F Compare credit scores and reports.</p> <p>4.8.F.1 Link character, capacity, and capital with creditworthiness.</p> <p>4.8.F.2 Explain the factors that impact a credit report.</p> <p>4.8.F.3 Describe a credit report; explain what a credit score is and the factors affecting a credit score.</p> <p>4.8.F.4 Identify ways to prevent or manage credit problems.</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>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>Social Studies Grades 6-8 A. Economic Decision Making</p> <ol style="list-style-type: none"> Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. Plan and predict the financial outcomes in an applied decision-making process. 	<p>6.8.A.2 Describe forms of financial risk and risk tolerance.</p> <p>6.8.A.3 Recognize forms of protection against financial loss.</p> <p>6.8.B Examine the need for and value of various types of insurance (such as health, property, life, disability, and liability) within the life cycle.</p> <p>6.8.B.1 Describe the need for and value of different types of insurance.</p> <p>6.8.B.2 Identify factors to consider when determining the amount of protection needed.</p> <p>6.8.B.3 Identify strategies to lower insurance costs.</p> <p>6.8.B.4 Describe ways for protecting current and future personal assets against financial loss.</p>	<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	Personal Financial Literacy	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 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) ▪ 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>Grades 6-8</p> <p>A. Economic Decision Making</p> <p>1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time.</p> <p>2. Plan and predict the financial outcomes in an applied decision-making process.</p>	<p>6.8.C Investigate the purposes, strategies, and effects of various business practices, including sales techniques.</p> <p>6.8.C.1 Compare and contrast advertising for opinion versus fact.</p> <p>6.8.C.2 Examine business practices that affect the consumer.</p> <p>6.8.C.3 Explain the characteristics of an informed consumer.</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 in order to meet customers' needs and make a profit in different countries.</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>Grades 6-8</p> <p>A. Economic Decision Making</p> <p>1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time.</p> <p>2. Plan and predict the financial outcomes in an applied decision-making process.</p> <p>D. The Global Economy</p> <p>1. Investigate how social and cultural decisions affect the ecology and economy.</p>	<p>1.8.E Analyze the economic impacts of government, business, and consumer financial decisions.</p> <p>1.8.E.1 Form hypotheses regarding the impact of the global economy on personal financial planning.</p> <p>1.8.E.2 Predict the consequences of personal consumer decisions and actions on the global economy and the environment.</p> <p>1.8.E.3 Describe the impacts of business, government, and consumer financial decisions on the individual, family, and community.</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>

Session Details	Social Studies Standards	Personal Financial Literacy	Common Core
<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: 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 their own needs ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade 	<p>Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>D. The Global Economy</p> <ol style="list-style-type: none"> 1. Investigate how social and cultural decisions affect the ecology and economy. 	<p>1.8.E Analyze the economic impacts of government, business, and consumer financial decisions.</p> <p>1.8.E.1 Form hypotheses regarding the impact of the global economy on personal financial planning.</p> <p>1.8.E.2 Predict the consequences of personal consumer decisions and actions on the global economy and the environment.</p> <p>1.8.E.3 Describe the impacts of business, government, and consumer financial decisions on the individual, family, and community.</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 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: 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 ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>D. The Global Economy</p> <ol style="list-style-type: none"> 1. Investigate how social and cultural decisions affect the ecology and economy. 	<p>1.8.E Analyze the economic impacts of government, business, and consumer financial decisions.</p> <p>1.8.E.1 Form hypotheses regarding the impact of the global economy on personal financial planning.</p> <p>1.8.E.2 Predict the consequences of personal consumer decisions and actions on the global economy and the environment.</p> <p>1.8.E.3 Describe the impacts of business, government, and consumer financial decisions on the individual, family, and community.</p>	<p>ELA</p> <p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p>MATH 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p>Mathematical Practices 1-2 4-7</p>

Session Details	Social Studies Standards	Personal Financial Literacy	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: 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>Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>D. The Global Economy</p> <ol style="list-style-type: none"> 1. Investigate how social and cultural decisions affect the ecology and economy. 	<p>1.8.E Analyze the economic impacts of government, business, and consumer financial decisions.</p> <p>1.8.E.1 Form hypotheses regarding the impact of the global economy on personal financial planning.</p> <p>1.8.E.2 Predict the consequences of personal consumer decisions and actions on the global economy and the environment.</p> <p>1.8.E.3 Describe the impacts of business, government, and consumer financial decisions on the individual, family, and community.</p>	<p>ELA</p> <p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 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.8.1-6</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: 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>Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>D. The Global Economy</p> <ol style="list-style-type: none"> 1. Investigate how social and cultural decisions affect the ecology and economy. 	<p>1.8.E Analyze the economic impacts of government, business, and consumer financial decisions.</p> <p>1.8.E.1 Form hypotheses regarding the impact of the global economy on personal financial planning.</p> <p>1.8.E.2 Predict the consequences of personal consumer decisions and actions on the global economy and the environment.</p> <p>1.8.E.3 Describe the impacts of business, government, and consumer financial decisions on the individual, family, and community.</p>	<p>ELA</p> <p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</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: 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>Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>D. The Global Economy</p> <ol style="list-style-type: none"> 1. Investigate how social and cultural decisions affect the ecology and economy. 	<p>1.8.E Analyze the economic impacts of government, business, and consumer financial decisions.</p> <p>1.8.E.1 Form hypotheses regarding the impact of the global economy on personal financial planning.</p> <p>1.8.E.2 Predict the consequences of personal consumer decisions and actions on the global economy and the environment.</p> <p>1.8.E.3 Describe the impacts of business, government, and consumer financial decisions on the individual, family, and community.</p>	<p>Grade 6 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 RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

JA It's My Business!

Session Details	Maryland Standards	Personal Financial Literacy	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: 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 service ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves 	<p>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development</p> <p>1/A.1a. Demonstrate behavior and decisions that reflect one's interests, likes and dislikes.</p> <p>1b. Identify one's abilities, strengths, skills and talents as seen by self and others and explain the significance to one's education and career plans.</p>	<p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4,7 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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>B. Exchange and Markets</p> <ol style="list-style-type: none"> 1. Compare at least three markets that sell similar goods and services and determine which offers the best value. <p>Career Development</p> <p>1/B 1. 1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.</p>	<p>1.8.D Compare different types of markets.</p> <p>1.8.D.1 Compare at least three markets that sell similar goods and services and explain how factors, such as cost, material quality and durability affect consumer decisions.</p> <p>1.8.D.2 Identify fees associated with markets that are not face-to-face such as shipping and handling.</p> <p>6.8.C Investigate the purposes, strategies, and effects of various business practices, including sales techniques.</p> <p>6.8.C.1 Compare and contrast advertising for opinion versus fact.</p> <p>6.8.C.2 Examine business practices that affect the consumer.</p> <p>6.8.C.3 Explain the characteristics of an informed consumer.</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.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

Session Details	Maryland Standards	Personal Financial Literacy	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: 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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development</p> <p>1/C. Indicator C. Recognize that growth and change are integral parts of the career development process.</p>	<p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>6.8.C Investigate the purposes, strategies, and effects of various business practices, including sales techniques.</p> <p>6.8.C.1 Compare and contrast advertising for opinion versus fact.</p> <p>6.8.C.2 Examine business practices that affect the consumer.</p> <p>6.8.C.3 Explain the characteristics of an informed consumer.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7 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 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: 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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>B. Exchange and Markets</p> <ol style="list-style-type: none"> 1. Compare at least three markets that sell similar goods and services and determine which offers the best value. 	<p>1.8.D Compare different types of markets.</p> <p>1.8.D.1 Compare at least three markets that sell similar goods and services and explain how factors, such as cost, material quality and durability affect consumer decisions.</p> <p>1.8.D.2 Identify fees associated with markets that are not face-to-face such as shipping and handling.</p> <p>6.8.C Investigate the purposes, strategies, and effects of various business practices, including sales techniques.</p> <p>6.8.C.1 Compare and contrast advertising for opinion versus fact.</p> <p>6.8.C.2 Examine business practices that affect the consumer.</p> <p>6.8.C.3 Explain the characteristics of an informed consumer.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 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>

Session Details	Maryland Standards	Personal Financial Literacy	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: 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>Social Studies Grades 6-8 A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development 1/C.3. Demonstrate adaptability and flexibility when initiating or responding to change.</p>	<p>1.8.D Compare different types of markets.</p> <p>1.8.D.1 Compare at least three markets that sell similar goods and services and explain how factors, such as cost, material quality and durability affect consumer decisions.</p> <p>1.8.D.2 Identify fees associated with markets that are not face-to-face such as shipping and handling.</p> <p>6.8.C Investigate the purposes, strategies, and effects of various business practices, including sales techniques.</p> <p>6.8.C.1 Compare and contrast advertising for opinion versus fact.</p> <p>6.8.C.2 Examine business practices that affect the consumer.</p> <p>6.8.C.3 Explain the characteristics of an informed consumer.</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 RI.7.7 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 startup 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>Social Studies Grades 6-8 A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development 1/D. 1c. Analyze financial choices based on available resources, needs, and wants for goods and services.</p>	<p>1.8.D Compare different types of markets.</p> <p>1.8.D.1 Compare at least three markets that sell similar goods and services and explain how factors, such as cost, material quality and durability affect consumer decisions.</p> <p>1.8.D.2 Identify fees associated with markets that are not face-to-face such as shipping and handling.</p> <p>6.8.C Investigate the purposes, strategies, and effects of various business practices, including sales techniques.</p> <p>6.8.C.1 Compare and contrast advertising for opinion versus fact.</p> <p>6.8.C.2 Examine business practices that affect the consumer.</p> <p>6.8.C.3 Explain the characteristics of an informed consumer.</p>	<p>Grade 6 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 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 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	Personal Financial Literacy	Common Core ELA
<p>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.</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>Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development</p> <p>1/A.2. Demonstrate and evaluate behaviors that show self-confidence, sense of self efficacy, and a positive self-concept.</p> <p>1/A.3 Engage in behaviors and express attitudes that positively affect one’s self concept and the self-concept of others.</p>	<p>1.8.D Compare different types of markets.</p> <p>1.8.D.1 Compare at least three markets that sell similar goods and services and explain how factors, such as cost, material quality and durability affect consumer decisions.</p> <p>1.8.D.2 Identify fees associated with markets that are not face-to-face such as shipping and handling.</p> <p>6.8.C Investigate the purposes, strategies, and effects of various business practices, including sales techniques.</p> <p>6.8.C.1 Compare and contrast advertising for opinion versus fact.</p> <p>6.8.C.2 Examine business practices that affect the consumer.</p> <p>6.8.C.3 Explain the characteristics of an informed consumer.</p>	<p>Grade 6 RI.6.4 RI.6.7 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>
<p>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.</p> <p>Objectives: The students will be able to:</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>Grades 6-8</p> <p>A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development</p> <p>1/B. Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.</p> <p>2/A. Indicator A. Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1,4 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.8.1-6</p>

Session Details	Maryland Standards	Personal Financial Literacy	Common Core ELA
<p>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.</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>Social Studies Grades 6-8 A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development 2/a. 2. Compare/contrast the shift in the work organization of the 21st century versus the past.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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 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: The students will be able to:</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>Social Studies Grades 6-8 A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development 2/B. Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways. 4/A. Indicator A. Acquire cluster and academic content knowledge and skills to succeed in high school and beyond.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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>

Session Details	Maryland Standards	Personal Financial Literacy	Common Core ELA
<p>Session Five: On the Hunt Students are introduced to the basics of looking for, and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p>Objectives: The students will be able to:</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. 	<p>Social Studies Grades 6-8 A. Economic Decision Making</p> <ol style="list-style-type: none"> 1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time. 2. Plan and predict the financial outcomes in an applied decision-making process. <p>Career Development 5/A. Indicator A. Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain, and advance in one's career.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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 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: The students will be able to:</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 	<p>Career Development 5/A. Indicator A. Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain, and advance in one's career.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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	Career Development Standards	MD Academic Standards	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: The students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	<p>1/A. 1a. Demonstrate behavior and decisions that reflect one’s interests, likes and dislikes. 1b. Identify one’s abilities, strengths, skills and talents as seen by self and others and explain the significance to one’s education and career plans.</p> <p>1/A.2. Demonstrate and evaluate behaviors that show self-confidence, sense of self efficacy, and a positive self-concept.</p> <p>1/A.3 Engage in behaviors and express attitudes that positively affect one’s self concept and the self-concept of others.</p>	<p>Social Studies Standards Grades 6-8</p> <p>A. Economic Decision Making</p> <p>2. Plan and predict the financial outcomes in an applied decision-making process.</p> <p>Personal Financial Literacy</p> <p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</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: 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>1/B. Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.</p> <p>2/B. Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.</p> <p>2/C. Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.</p>	<p>Social Studies Standards Grades 6-8</p> <p>A. Economic Decision Making</p> <p>2. Plan and predict the financial outcomes in an applied decision-making process.</p> <p>Personal Financial Literacy</p> <p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</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>3/A.1. Develop an academic and career plan that includes postsecondary options.</p> <p>2/C. Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.</p>	<p>Personal Financial Literacy</p> <p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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>
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JA Career Speaker Series

Session Descriptions	Career Development Standards	MD Academic Standards	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: The students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	<p>1/A. 1a. Demonstrate behavior and decisions that reflect one’s interests, likes and dislikes. 1b. Identify one’s abilities, strengths, skills and talents as seen by self and others and explain the significance to one’s education and career plans.</p> <p>1/A.2. Demonstrate and evaluate behaviors that show self-confidence, sense of self efficacy, and a positive self-concept.</p> <p>1/A.3 Engage in behaviors and express attitudes that positively affect one’s self concept and the self-concept of others.</p> <p>2/A. Indicator A. Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society</p>	<p>Personal Financial Literacy</p> <p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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 4 W 7</p> <p>Language 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: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	<p>1/B. Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.</p> <p>2/B. Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.</p> <p>2/C. Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.</p>	<p>Personal Financial Literacy</p> <p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</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>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	<p>Career Development</p> <p>1/B. Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.</p> <p>2/A. Indicator A. Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society.</p> <p>2/C. Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.</p>	<p>Social Studies Standards Grades 6-8</p> <p>A. Economic Decision Making 2. Plan and predict the financial outcomes in an applied decision-making process.</p> <p>Personal Financial Literacy</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 2 W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Excellence through Ethics

Session Descriptions	MD 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>Personal Financial Literacy</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</p> <p>Career Development</p> <p>1/A.2. Demonstrate and evaluate behaviors that show self-confidence, sense of self efficacy, and a positive self-concept.</p> <p>1/A. 3 Engage in behaviors and express attitudes that positively affect one's self concept and the self-concept of others.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2 SL 3 SL 4</p> <p>Writing W 4</p> <p>Language 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>Personal Financial Literacy</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</p> <p>Career Development</p> <p>1/A.2. Demonstrate and evaluate behaviors that show self-confidence, sense of self efficacy, and a positive self-concept.</p> <p>1/A. 3 Engage in behaviors and express attitudes that positively affect one's self concept and the self-concept of others.</p>	<p>Speaking and Listening SL 1 SL 2 SL 3</p> <p>Language L 3 L 4 L 6</p>

JA Inspire

Session Descriptions	Maryland Standards	Personal Financial Literacy	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: The students will be able to:</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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <p>2. Plan and predict the financial outcomes in an applied decision-making process.</p> <p>Career Development</p> <p>1/A. 1a. Demonstrate behavior and decisions that reflect one’s interests, likes and dislikes.</p> <p>1b. Identify one’s abilities, strengths, skills and talents as seen by self and others and explain the significance to one’s education and career plans.</p> <p>1/A.2. Demonstrate and evaluate behaviors that show self-confidence, sense of self efficacy, and a positive self-concept.</p> <p>2/A. Indicator A. Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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 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: The students will be able to:</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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <p>2. Plan and predict the financial outcomes in an applied decision-making process.</p> <p>Career Development</p> <p>2/B. Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.</p> <p>2/B.2 a. Assess one’s educational achievement and explain how it impacts on the selection and attainment of career options to develop personal and career goals.</p> <p>2b. Use study skills, strategies and learning habits to improve achievement.</p> <p>2c. Use technology to access, store, manage, analyze, and communicate information to enhance and improve achievement.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7 W 8</p> <p>Language L 3 L 4 L 6</p>

Session Descriptions	Maryland Standards	Personal Financial Literacy	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: 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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <p>2. Plan and predict the financial outcomes in an applied decision-making process.</p> <p>Career Development</p> <p>1/B.Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.</p> <p>2/B. Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.</p> <p>2/C. Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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: The students will be able to:</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>Social Studies Grades 6-8</p> <p>A. Economic Decision Making</p> <p>2. Plan and predict the financial outcomes in an applied decision-making process.</p> <p>Career Development</p> <p>2/b 1.b. Identify the connections between one’s educational achievement and personal and career goals.</p> <p>3/A.1. Develop an academic and career plan that includes postsecondary options.</p>	<p>2.8.A Examine the relationships among education, skills, career choices, economic conditions, and income.</p> <p>2.8.A.1 Describe how interests, skills, career choices, and economic conditions affect education choices.</p> <p>2.8.A.2 Describe how education choices affect income and the return on investment.</p> <p>2.8.A.3 Describe the unique characteristics of both a job and a career, including entrepreneurship.</p> <p>2.8.A.4 Compare the benefits and trade-offs of a variety of careers including personal satisfaction.</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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	Career Development	Maryland Standards	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: The students will be able to:</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>1/B. Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development.</p> <p>2/B. Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.</p> <p>2/C. Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.</p>	<p>Personal Financial Literacy</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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: The students will be able to:</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>2/B. 2.a. Assess one's educational achievement and explain how it impacts on the selection and attainment of career options to develop personal and career goals.</p> <p>2b. Use study skills, strategies and learning habits to improve achievement.</p> <p>2c. Use technology to access, store, manage, analyze, and communicate information to enhance and improve achievement.</p>	<p>Personal Financial Literacy</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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	Career Development	MD Academic Standards	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: The students will be able to:</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>1/B. Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.</p> <p>5. Demonstrate, problem-solve and evaluate communication experiences and use of effective strategies such as paraphrasing, reflections, active listening, and assertive communication.</p>	<p>Personal Financial Literacy</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p>Objectives: The students will be able to:</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>1/B. 2. Demonstrate and assess the degree to which one accepts responsibility for personal actions including dealing with outside pressures and contributing to group activities.</p>	<p>Personal Financial Literacy</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language L 1 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Career Development	MD Academic Standards	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: The students will be able to:</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>1/A.2. Demonstrate and evaluate behaviors that show self-confidence, sense of self-efficacy, and a positive self-concept.</p> <p>1/A.3 Engage in behaviors and express attitudes that positively affect one's self concept and the concept of others.</p> <p>1/B. Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development.</p>	<p>Personal Financial Literacy</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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: The students will be able to:</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>1/B. Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development.</p>	<p>Personal Financial Literacy</p> <p>2.8.A.5 Describe the relationship of personal characteristics to a career choice.</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>