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# **A Correlation: Illinois Learning Standards and Junior Achievement Middle School Programs**

Updated October 2017  
[Illinois Social Science Standards](#)  
[Workplace Skills Standards](#)  
[PaCE Expectations](#)  
[Illinois Career Student Competencies](#)

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# Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across Social Sciences 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 New Illinois Learning Standards for Social Science for grades 6-8 as well as the Common Core State Standards in English/ Language Arts and mathematics and the Illinois Workplace Skills and Career Development Competencies. As Illinois has not accepted the National Common Career and Technical Core standards, but uses them for reference, please refer to the National Standards charts on the JA Correlations page for information concerning Entrepreneurship.

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. Often, Additional or Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

## JA Middle Grades Programs

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

*JA Global Marketplace*<sup>®</sup> provides practical information about the global economy and its effect on the students' lives.

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

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

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

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

For *JA Finance Park*<sup>®</sup> see Capstone Correlations.

## JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core English Language Arts	Common Core Math	Illinois Learning Standards
<p><b>Session One: Mirror, Mirror</b></p> <p>Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Use personal reflection to explain self-knowledge</li> <li>▪ Apply their skills, interests, and values to help determine a potential career path</li> </ul>	<p><b>Grade 6</b> RI.6.2,4,7 SL.6.1-2 L.6.1-4</p> <p><b>Grade 7</b> RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.2,4 SL.8.1 L.8.1,3,4</p>	<p>NA</p>	<p><b>Social Sciences</b> SS.IS.1.6-8 SS.IS.3.6-8 SS.EC.FL.1.6-8.LC</p> <p><b>Career Student Competencies</b> Explain how needs can be met in work and in leisure time</p>
<p><b>Session Two: Be a Success</b></p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the connection between goal-setting, personal finance, education, and career choices</li> <li>▪ Apply decision making to education and career choices</li> </ul>	<p><b>Grade 6</b> RI.6.,4,7 SL.6.1-2 L.6.1-4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>NA</p>	<p><b>Social Sciences</b> SS.EC.FL.1.6-8.LC SS.EC.1.6-8.LC SS.EC.1.6-8.MdC</p> <p><b>Career Student Competencies</b> Predict ways in which some present careers may be different in the future</p>
<p><b>Session Three: Keeping Your Balance</b></p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize that a balanced budget is important for all workers</li> <li>▪ Define the term income and differentiate between gross and net income</li> <li>▪ Name ways to balance a budget</li> </ul>	<p><b>Grade 6</b> RI.6.2,4,7 SL.6.1-2 L.6.1-4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.SP.B.4</p> <p><b>Grade 7</b> 7.RP.A.3</p>	<p><b>Social Sciences</b> SS.EC.1.6-8.LC SS.EC.1.6-8.MdC SS.EC.FL.1.6-8.MdC</p>

## JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Illinois Learning Standards
<p><b>Session Four: Savvy Shopper</b></p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the differences between debit and credit cards</li> <li>▪ Explain the advantages and disadvantages of both cards</li> <li>▪ Recognize the importance of taking personal responsibility for financial decisions</li> </ul>	<p><b>Grade 6</b> RI.6.2,4,7 SL.6.1 L.6.1-3</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3</p> <p><b>Grade 7</b> 7.RP.A.3</p>	<p><b>Social Sciences</b> SS.EC.FL.1.6-8.MdC SS.EC.FL.1.6-8.MC</p>
<p><b>Session Five: Keeping Score</b></p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the favorable or unfavorable consequences of a high or low personal credit score</li> <li>▪ Explain actions that cause a credit score to go up or down</li> </ul>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1 L.6.1-3</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NS.B.3 6.NS.C.5</p>	<p><b>Social Sciences</b> SS.EC.FL.2.6-8.MC</p>
<p><b>Session Six: What's the Risk?</b></p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explore the cost and consequence of risk</li> <li>▪ Explain how insurance provides a method to minimize financial risk</li> <li>▪ Identify the opportunity cost of having insurance</li> <li>▪ Assess how personal responsibility plays a part in minimizing risk</li> </ul>	<p><b>Grade 6</b> SL.6.1,2 L.6.1-4</p> <p><b>Grade 7</b> SL.7.1 L.7.1,3,4</p> <p><b>Grade 8</b> SL.8.1 L.8.1,3,4</p>	<p>NA</p>	<p><b>Social Sciences</b> SS.EC.FL.2.6-8.MC</p>

# JA Global Marketplace

Session Descriptions	Key Learning Objectives	Common Core English Language Arts	Common Core Math	Social Science	Career Student Competencies
<p><b>Session One: "X" Marks the Spot</b></p> <p>Working in groups to identify import items found throughout the classroom, students recognize that trade with other countries affects their daily lives. Students understand that international trade occurs when nations want or need resources or services from other countries because they themselves cannot satisfy those needs and wants at reasonable costs.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define trade</li> <li>▪ Explain why countries trade with one another</li> <li>▪ List at least five products or items imported from other countries and locate those on a world wall map</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,7 SL.6.1,2,4 L.6.2-6</p> <p><b>Grade 7</b> RI.7.1,2,4,8 SL.7.1-4 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,2,4 SL.8.1-4 L.8.1,3,4</p>	<p>NA</p>	<p>15.B.3b 17.A.3b 17.C.3a, b</p>	
<p><b>Session Two: You Be the Judge</b></p> <p>Students will learn that nations use several methods to increase their trade benefits. Agreements with one or more countries often are made to facilitate trade and avoid conflict.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify quotas, tariffs, subsidies, embargoes, and standards as trade barriers governments use to control trade and increase benefits for their countries</li> <li>▪ Describe how multilateral agreements can facilitate trade</li> <li>▪ Describe how the world trade organization (WTO) functions as a court to help nations settle trade disputes</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,7 SL.6.1,2,4 L.6.2-6</p> <p><b>Grade 7</b> RI.7.1,2,4,8 SL.7.1-4 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,2,4 SL.8.1-4 L.8.1,3,4</p>	<p>NA</p>	<p>14.D.3 14.E.3 15.D.3a, b 15.E.3b 17.A.3b</p>	<p><b>Grade 7</b> Describe occupations that are stereotyped And analyze how these stereotypes are reinforced</p>
<p><b>Session Three: Let's Make a Deal</b></p> <p>Students work in groups to identify and understand the business practices used in other countries. Students discover that business practices vary from country to country and that understanding these practices can have a positive impact on trade.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain how cultural practices vary from country to country</li> <li>▪ Develop group plans to create a food franchise by learning about the business practices of select countries</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,7 SL.6.1,2,4 L.6.2-6</p> <p><b>Grade 7</b> RI.7.1,2,4,8 SL.7.1-4 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,2,4 SL.8.1-4 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NSA.3</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-7</p>	<p>15.C.3 17.A.3b 18.A.3 18.B.3b</p>	

# JA Global Marketplace

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Science	Career Student Competencies
<p><b>Session Four: People Power</b></p> <p>Students discover how the movement of people facilitates international trade. They discuss examples of immigration and, through creative activities, gain insight into the lives of immigrants. They learn that economic opportunity often is the driving force behind immigration and global trade.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe reasons why people move from one country to another, particularly those seeking economic opportunity</li> <li>▪ Give examples of contributions immigrants bring to the new countries and the hardships they often endure</li> <li>▪ Identify global trade and immigration as a means of international exchange of human resources</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,7 SL.6.1,2,4 L.6.2-6</p> <p><b>Grade 7</b> RI.7.1,2,4,8 SL.7.1-4 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,2,4 SL.8.1-4 L.8.1,3,4</p>	<p>NA</p>	<p>15.C.3 16.C.3b (US) 16.D.3 (W) 17.A.3b 17.C.3a, b, c 18.A.3 18.B.3b 18.C.3b</p>	
<p><b>Session Five: World of Words</b></p> <p>Students discover how advances in communication and transportation have improved productivity and facilitated world trade. From moveable type to the Internet, students trace the international flow of information and its impact on world economies.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how improvements in technology and transportation and the sharing of ideas have impacted the flow of information and increased productivity</li> <li>▪ Calculate productivity</li> <li>▪ List examples of technological developments throughout history</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,7 SL.6.1,2,4 L.6.2-6</p> <p><b>Grade 7</b> RI.7.1,2,4,8 SL.7.1-4 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,2,4 SL.8.1-4 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.NSA.3</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-7</p>	<p>15.A.3b 15.D.3c 16.C.3a,c (W) 17.A.3b 18.A.3</p>	
<p><b>Session Six: World of Money</b></p> <p>To participate in international trade, businesses and individuals must be able to purchase goods and services from each other. Students will learn that countries have different currencies with different values. To purchase goods from another country, it usually is necessary to use that country's currency.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain why international trade requires an exchange of currency</li> <li>▪ Convert U.S. dollars into another currency using an exchange rate</li> <li>▪ Give possible reasons that countries might support or oppose a common currency</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,7 SL.6.1,2,4 L.6.2-6</p> <p><b>Grade 7</b> RI.7.1,2,4,8 SL.7.1-4 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,2,4 SL.8.1-4 L.8.1,3,4</p>	<p><b>Grade 6</b> 6.RP.A.1 6.RP.A.2 6.RP.A.3</p> <p><b>Grade 7</b> 7.RP.A.1</p> <p><b>Mathematical Practices 6-8</b> 1-2 4-8</p>	<p>15.B.3a, b 15.D.3a 17.A.3b</p>	

# JA Global Marketplace Blended

Session Details	Illinois Learning Standards	Common Core ELA	Common Core Math
<p><b>Session One: Business and Customer</b></p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify what a business gains from an exchange with a customer</li> <li>▪ Identify what a customer gains from an exchange with a business</li> <li>▪ Define ethics and ethical dilemma (Deeper Look)</li> <li>▪ Identify the stakeholders of a business. Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)</li> </ul>	<p><b>Social Science-6-8</b></p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p> <p>SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>K3 Recognize impact of technological changes on tasks and people.</p>	<p><b>Grade 6</b></p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>	NA
<p><b>Session Two: Business and Culture</b></p> <p>Students learn that businesses must understand cultural differences in order to meet customers' needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify business-related, cultural differences throughout the world</li> <li>▪ Explain the need for international businesses to take into account their customers' cultural differences in order to provide for the customer and make a profit</li> <li>▪ Identify cultural differences throughout the world that affect social interaction and communication</li> </ul>	<p><b>Social Science-6-8</b></p> <p>SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.</p> <p><b>Social Emotional Learning Standards</b></p> <p>1B.3a. Analyze how personal qualities influence choices and successes.</p> <p>2A.3b. Analyze how one's behavior may affect others.</p> <p>2.B. Recognize individual and group similarities and differences.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>F2 Identify positive behavior.</p> <p>F3 Identify company dress and appearance standards.</p> <p>F6 Identify how to treat people with respect.</p>	<p><b>Grade 6</b></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><b>Grade 7</b></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><b>Grade 8</b></p> <p>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 Blended

Session Details	Illinois Learning Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Global Trade</b></p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify reasons why countries trade</li> <li>▪ Demonstrate that countries benefit more from trade than from trying to meet all of their own needs</li> <li>▪ Apply key terms related to trade</li> <li>▪ Describe how improvements in technology can influence international trade</li> </ul>	<p><b>Social Science-6-8</b></p> <p>SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.</p> <p>SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>K3 Recognize impact of technological changes on tasks and people.</p> <p>J9 Apply ethical reasoning.</p>	<p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>	<p>Mathematical Practices 2-3 6-7</p>
<p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that modern countries cannot provide all of the products and services that their people want and need. Therefore, businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. Students look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define specialization</li> <li>▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs</li> <li>▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country</li> </ul>	<p><b>Social Science-6-8</b></p> <p>SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.</p> <p>SS.EC.1.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p><b>Social Emotional Learning Standards</b></p> <p>2.C Use communication and social skills to interact effectively with others.</p> <p>3.B Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>F1 Assess business image, products, and/or services.</p> <p>H1 Identify the problem.</p> <p>H2 Identify solutions to a problem and their impact.</p> <p>H3 Employ reasoning skills.</p>	<p><b>Grade 6</b> 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><b>Grade 7</b> RI.7.1 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4 L.7.6</p> <p><b>Grade 8</b> RI.8.1 RI.6.4 SL.8.1-2 L.8.1 L.8.3-4 L.8.6</p>	<p><b>Grade 6</b> 6.NSA.3 6.RP.3</p> <p><b>Grade 7</b> 7.RP.2 7.NS.3</p> <p>Mathematical Practices 1-2 4-7</p>



# JA Global Marketplace Blended

Session Details	Illinois Learning Standards	Common Core ELA	Common Core Math
<p><b>Session Five: Trade Barriers</b></p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify examples of trade barriers.</li> <li>▪ Analyze the consequences of trade barriers on businesses, employees, and customers.</li> <li>▪ Explain why balance of trade matters to businesses, customers, and employees.</li> </ul>	<p><b>Social Science-6-8</b> SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations. SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p> <p><b>Illinois Workplace Skills Standards</b> H2 Identify solutions to a problem and their impact. H3 Employ reasoning skills. H4 Evaluate options.</p>	<p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>	<p>Mathematical Practices 2-3 6-7</p>
<p><b>Session Six: Currency</b></p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define currency and exchange rate</li> <li>▪ Recognize that different countries have different forms of currency</li> <li>▪ Recognize that each currency has a different value, which is determined through a variable exchange rate.</li> </ul>	<p><b>Social Science-6-8</b> SS.EC.1.6-8.LC: Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p><b>Illinois Workplace Skills Standards</b> J1 Identify established rules, regulations, and policies. J2 Practice time management. J7 Demonstrate a willingness to learn.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>	<p><b>Grade 6</b> 6.RP.3 6.EE.4 6.NS.3</p> <p><b>Grade 7</b> 7.RP.2 7.NS.3</p> <p>Mathematical Practices 1-7</p>
<p><b>Session Seven: Global Workforce</b></p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages</li> <li>▪ Express specific steps that would need to be taken to obtain work in another country</li> <li>▪ Recognize the value of a second language for future job opportunities</li> </ul>	<p><b>Social Science-6-8</b> SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders). SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.</p> <p><b>IL Career Student Competencies</b> Predict what they need to know to find a satisfying career in the future.</p> <p><b>Illinois Workplace Skills Standards</b> B1 Locate employment opportunities. B1 Identify job requirements. B2 Locate resources for finding employment.</p>	<p><b>Grade 6</b> 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><b>Grade 7</b> RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>	<p>NA</p>

# JA It's My Business!

Session Descriptions	Key Learning Objectives	Common Core English Language Arts	Common Core Math	Social Science	Workplace Skills
<p><b>Session One: I Am an Entrepreneur</b></p> <p>Students identify entrepreneurial businesses and characteristics common to entrepreneurs.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship</li> <li>▪ Identify four key entrepreneurial characteristics</li> <li>▪ Recognize personal entrepreneurial characteristics</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,7 W.6.1,2 SL.6.1-4 L.6.1-5</p> <p><b>Grade 7</b> RI.7.1-3 W.7.1-2 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.1-2 SL.8.1-3 L.8.1-5</p>	NA	15.C.3	A.1, 2 D.1, 4, 5, 6 E.1, 5 H.2, 4 L.1 M.3, 4
<p><b>Session Two: I Can Change the World</b></p> <p>Students consider customer needs to brainstorm a product design.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe how entrepreneurs fill a market need</li> <li>▪ Discuss the role of market research in determining market need and competitive advantage</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,7,8 W.6.1,2 SL.6.1-5 L.6.1-5</p> <p><b>Grade 7</b> RI.7.1,2,3,4,7,8 W.7.1-2 SL.7.1-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,2,3,4,7,8 W.8.1-2 SL.8.1-5 L.8.1-5</p>	<p><b>Grade 6</b> CC.2.1.6.D.1 CC.2.3.6.A.1</p> <p><b>Grade 7</b> CC.2.1.7.D.1 CC.2.3.7.A.1</p> <p><b>Grade 8</b> CC.2.3.8.A.2</p>	15.B.3b 15.C.3	D.1, 4, 5, 6 E.1, 5 F.2 H.1, 2, 3, 4, 5, 6, 7, 8 L.1, 3 M.3, 4, 5
<p><b>Session Three: I Know My Customer</b></p> <p>Students create advertising ideas for products.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Create effective advertisements for a variety of businesses</li> </ul>	<p><b>Grade 6</b> W.6.1,2 SL.6.1-5 L.6.1-5</p> <p><b>Grade 7</b> W.7.1,2,6,7,8 SL.7.1-5 L.7.1-6</p> <p><b>Grade 8</b> W.8.1,2,7,8,9 SL.8.1-5 L.8.1-5</p>	NA	15.B.3b 15.C.3	D.1, 4, 5, 6 E.1, 5 F.2 H.1, 2, 3, 4, 5, 6, 7, 8 L.1, 3 M.3, 4, 5

# JA It's My Business!

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Science	Workplace Skills
<p><b>Session Four: I Have an Idea</b></p> <p>Students participate in an auction.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize how being creative and innovative are necessary entrepreneurial skills for starting a business</li> <li>▪ Verbally defend their decisions</li> </ul>	<p><b>Grade 6</b> W.6.1,2 SL.6.1-3 L.6.1-5</p> <p><b>Grade 7</b> W.7.2 SL.7.1,2 L.7.1,3,4</p> <p><b>Grade 8</b> W.8.2 SL.8.1-3 L.8.1-5</p>	<p><b>Grade 6</b> CC.2.1.6.E.2</p> <p><b>Grade 7</b> CC.2.2.7.B.3</p>	<p>15.B.3b 15.C.3</p>	<p>D.1, 4, 5, 6 E.1, 4, 5 F.2 H.4, 5, 8 J.2, 4 L.1</p>
<p><b>Session Five: I See a Need</b></p> <p>Students develop a business plan.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyze how entrepreneurs use their knowledge and abilities to create businesses</li> <li>▪ Develop business plans based on set criteria</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,8 W.6.1,2,7 SL.6.1-4 L.6.1-5</p> <p><b>Grade 7</b> RI.7.1,2,3,4,8 W.7.1,2,7,8 SL.7.1-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,2,3,4,7 W.8.1,2,7 SL.8.1-4 L.8.1-5</p>	<p>NA</p>	<p>15.A.3c 15.B.3b 15.C.3</p>	<p>D.1, 4, 5, 6 E.1, 5 H.1, 2, 3, 4, 5, 6, 7 J.2, 4 L.1, 5 M.2, 3, 4, 5</p>
<p><b>Session Six: Celebrate Entrepreneurs!</b></p> <p>Students identify their entrepreneurial characteristics.</p>	<p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify characteristics they share with entrepreneurs</li> <li>▪ Create a personal entrepreneur profile</li> </ul>	<p><b>Grade 6</b> RI.6.1,2,4,7 W.6.1,2 SL.6.1-2 L.6.1-5</p> <p><b>Grade 7</b> RI.7.1,2,3,4 W.7.1,2,6 SL.7.1,2,4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,2,3,4 W.8.1-2 SL.8.1-2 L.8.1-5</p>	<p>NA</p>	<p>15.B.3b 15.C.3</p>	<p>D.1, 4, 5, 6 E.1, 5 H.2, 4, 5, 6 J.4 L.1</p>

# JA It's My Business! Blended Model

Session Details	Illinois Learning Standards	Common Core ELA
<p><b>Session One: Entrepreneurs</b></p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship and social entrepreneurship</li> <li>▪ Describe the relationship between a business and its products and service.</li> <li>▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves</li> </ul>	<p><b>Social Sciences</b> SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic. SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p><b>IL Career Student Competencies</b> Describe their present skills and predict their future skills</p> <p><b>Illinois Workplace Skills Standards</b> A1 Match interest to employment area. A4 Match personality type to job area</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL. 6.1-2 L. 6.1-6</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 SL. 7.1-2 L. 7.1-6</p> <p><b>Grade 8</b> RI. 8.4 SL. 8.1-2 L. 8.1-5</p>
<p><b>Session Two: Market and Need</b></p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define market and need</li> <li>▪ Explain the importance of identifying market and need when developing new product or service ideas</li> </ul>	<p><b>Social Sciences</b> SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p><b>Illinois Workplace Skills Standards</b> D1 Communicate orally with others. D5 Ask questions about tasks. M1 Identify style of leadership used in teamwork. M2 Work with team members. M3 Complete a team task.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI. 7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI. 8.1 RI. 8.4 SL.8.1-2 SL. 8.4 L.8.1-5</p>
<p><b>Session Three: Innovative Ideas</b></p> <p>Students learn about innovative idea generation, and examine cutting edge, innovative new products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business</li> <li>▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea</li> </ul>	<p><b>Social Sciences</b> SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p><b>Illinois Workplace Skills Standards</b> H2 Identify solutions to a problem and their impact. K2 Demonstrate basic knowledge of computing.</p>	<p><b>Grade 6</b> RI.6.1 RI. 6.4 RI.6.7 SL. 6.1-2 SL. 4-5 L.6.1-6</p> <p><b>Grade 7</b> RI. 7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI. 8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L. 8.1-5</p>

Session Details	Illinois Learning Standards	Common Core ELA
<p><b>Session Four: Testing the Market</b></p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback and, finally, practice developing survey questions in groups.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Discuss the importance of market research in the product development process</li> <li>▪ Describe multiple types of survey questions</li> </ul>	<p><b>Social Sciences</b> SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research. SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.</p> <p><b>Illinois Workplace Skills Standards</b> H3 Employ reasoning skills. H4 Evaluate options. H5 Set priorities. M1 Identify style of leadership used in teamwork. M2 Work with team members. M3 Complete a team task.</p>	<p><b>Grade 6</b> RI. 6.1 RI. 6.4 RI.6.7 W.6.4 SL.6.1-.2 L. 6.1-6</p> <p><b>Grade 7</b> RI. 7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI. 8.4 W.8.4 SL. 8.1-.2 L. 8.1-5</p>
<p><b>Session Five: Design and Prototype</b></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><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Represent a product idea and its features by using rough sketches and drawing.</li> <li>▪ Recognize sketches as an important first step in the prototype process</li> </ul>	<p><b>Social Sciences</b> SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p><b>Illinois Workplace Skills Standards</b> H6 Select and implement a solution to a problem. J2 Practice time management. J3 Assume responsibility for decisions and actions. J5 Display initiative.</p>	<p><b>Grade 6</b> RI. 6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L. 6.1-6</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI. 8.4 W.8.4 SL.8.1-2 SL.8.4-5</p>
<p><b>Session Six: Seek Funding</b></p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial start-up funds.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the elements that make a strong pitch presentation</li> <li>▪ Work together to create and deliver a product pitch for potential funding</li> </ul>	<p><b>Social Sciences</b> SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth. SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs. SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p> <p><b>Illinois Workplace Skills Standards</b> J2 Practice time management. J4 Exhibit pride. L1 Respond to praise or criticism. L5 Display a positive attitude.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL. 6.1-2 SL. 6.4-5 L.6.1-4</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p><b>Grade 8</b> RI. 8.4 W. 8.4 SL. 8.1-2 SL. 8.4-5 L.8.1-5</p>

# JA It's My Future Blended Model

Session Details	Illinois Learning Standards	Common Core ELA
<p><b>Session One: My Brand</b></p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Describe the elements of a brand</li> <li>▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career</li> <li>▪ Design a logo that expresses their personal brand</li> </ul>	<p><b>Social Sciences</b> SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p><b>IL Career Student Competencies</b> Describe their present skills and predict their future skills</p> <p><b>Illinois Workplace Skills Standards</b> F1 Assess business image, products, and/or services. F4 Participate in meetings in a positive and constructive manner.</p>	<p><b>Grade 6</b> RI. 6.4 RI.6.7 SL.6.1-2 SL. 6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI. 8.4 SL.8.1-2 SL.8.4-5 L. 8.1-6</p>
<p><b>Session Two: Career Paths and Clusters</b></p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. Finally, they share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define careers cluster.</li> <li>▪ Identify jobs in specific career clusters to explore further</li> <li>▪ Recognize the interconnectivity and value of all types of jobs</li> </ul>	<p><b>Social Sciences</b> SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p><b>IL Career Student Competencies</b> Predict what they need to know to find a satisfying career in the future.</p> <p><b>Illinois Workplace Skills Standards</b> A1 Match interest to employment area. A4 Match personality type to job area. A6 Identify career information from counseling sources.</p> <p><b>PaCE</b> A student should know the concept of career clusters for further exploration.</p>	<p><b>Grade 6</b> RI. 6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI. 7.4 SL.7.1-2 SL.7.4 L. 7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL. 8.1-2 SL.8.4 L. 8.1-6</p>
<p><b>Session Three: High Growth Careers</b></p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth fields.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify specific careers that are forecast to have high growth rates</li> <li>▪ Consider a variety of factors when selecting a career</li> </ul>	<p><b>Social Sciences</b> SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p> <p><b>Illinois Workplace Skills Standards</b> A6 Identify career information from counseling sources.</p> <p><b>PaCE</b> A student should know possible career clusters of interest.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 SL. 6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL. 8.1-2 L.8.1,3,4</p>

# JA It's My Future Blended Model

Session Details	Illinois Learning Standards	Common Core ELA
<p><b>Session Four: Career Mapping</b></p> <p>Students will learn how early experiences can build transferable skills that contribute to future job success. Students will look at the lives of celebrities and their paths to success, focusing on early experiences. They will learn about career maps by examining a sample and then creating their own.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify jobs in specific career clusters that they would like to explore further</li> <li>▪ Plan significant milestones they need to reach to earn a particular job</li> </ul>	<p><b>Social Sciences</b> SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.</p> <p><b>Illinois Workplace Skills Standards</b> A1 Match interest to employment area. A5 Match physical capabilities to job area. J2 Practice time management. J3 Assume responsibility for decisions and actions. J4 Exhibit pride. J5 Display initiative.</p> <p><b>PaCE</b> A student should know the relationship between community service/extracurricular activities and postsecondary/career goals.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L. 6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL. 7.1-2 SL.7.4-5 L. 7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL. 8.1-2 SL.4-5 L.8.1-6</p>
<p><b>Session Five: On the Hunt</b></p> <p>Students are introduced to the basics of looking for, applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a résumé and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</li> <li>▪ Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume.</li> </ul>	<p><b>Illinois Workplace Skills Standards</b> B1 Identify job requirements. B2 Locate resources for finding employment. B4 Prepare for job interview. B11 Identify attire for job interview. D1 Communicate orally with others. D4 Following written directions. D5 Ask questions about tasks. F2 Identify positive behavior. F3 Identify company dress and appearance standards</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 SL. 6.1-2 SL. 4 L. 6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 SL. 7.1-2 SL.7.4 L. 7.1-4</p> <p><b>Grade 8</b> RI.8.1 RI. 8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p><b>Session Six: Soft Skills</b></p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define and differentiate between technical skills and soft skills</li> <li>▪ Identify specific soft skills they already possess and those they need to improve</li> </ul>	<p><b>IL Career Student Competencies</b> Predict what they need to know to find a satisfying career in the future. Describe their present skills and predict their future skills.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL. 6.1-2 SL. 6.4-5 L. 6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL. 7.1-2 SL.7.4-5 L. 7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL. 8.1-2 SL.8.4-5 L. 8.1-6</p>

