



**A Correlation between the Common Core State  
Standards,  
Kansas Academic Standards  
and Junior Achievement Middle School Programs**

Updated April 2017  
Kansas College and Career Ready Standards  
Common Core State Standards Included  
Junior Achievement USA®  
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# Overview

In this document, Junior Achievement programs are correlated to the Kansas College and Career Ready Standards for social studies for Middle grades, state adopted Jump \$tart Financial Literacy Standards, and the Common Core State Standards in English/ Language Arts (ELA) and mathematics.

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

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***<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.....Page 3

***JA Global Marketplace***<sup>®</sup> provides practical information about the global economy and its effect on the students’ lives.....Page 5

***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.....Page 8

***JA It’s My Future***<sup>®</sup> provides practical information about preparing for the working world while still in middle school.....Page 10

# JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Mathematics	Academic Standards
<p><b>Session One: Mirror, Mirror</b> Students make choices to understand the concept of self-knowledge—their skills, interests, and values—and the structure of the world of work as they consider education, career, and other life choices.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>• explain self-knowledge, including personal skills, interest, and values.</li> <li>• identify careers of interest and how they are classified within the world of work</li> </ul> <p><b>Concepts:</b> self-knowledge, world of work, choices, careers, skills, interests, values</p> <p><b>Skills:</b> working in groups, classifying information, oral and written communication, self-assessment</p>	<p>RI.6.1-2 RI.6.4 RI.6.7-8 W.6.1-2 W.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 W.7.1-2 W.7.6-8 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 W.8.1-2 W.8.7-9 SL.8.1-5 L.8.1-5</p>	<p>NA</p>	<p>Standard 1</p> <p><b>Financial Literacy</b> El. 1.b</p>
<p><b>Session Two: Choose Your Success</b> Students play the Choose Your Success game, in which the connection between personal finance, education, and career options is demonstrated.</p>	<p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the link between personal finance, education, and career options.</li> <li>• Apply decision-making to education and career options.</li> </ul> <p><b>Concepts:</b> decision-making, higher education, self-knowledge, world of work</p> <p><b>Skills:</b> critical thinking, oral and written communication, math calculations, working in groups</p>	<p>RI.6.1-2 RI.6.4 RI.6.7-8 W.6.1-2 W.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 W.7.1-2 W.7.6-8 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 W.8.1-2 W.8.7-9 SL.8.1-5 L.8.1-5</p>	<p>6.RP.1-3 6.NS.1-3</p> <p>7.RP.1-3 7.NS.1-3</p>	<p>Standard 1 Standard 2</p> <p><b>Financial Literacy</b> El. 1.a</p>
<p><b>Session Three: Keeping Your Balance</b> Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on these monthly salaries, students evaluate the opportunity cost of their decisions to form a budget. They then compare their spending decisions to suggested amounts on the cards.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>• Recognize that a balanced budget is important for workers of all income levels.</li> <li>• Differentiate between gross and net income.</li> <li>• Name ways to balance a budget.</li> </ul> <p><b>Concepts:</b> budget, needs and wants, gross income, net income, opportunity cost</p> <p><b>Skills:</b> critical thinking, interpreting data, math calculations</p>	<p>RI.6.1-2 RI.6.4 RI.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 SL.8.1-5 L.8.1-5</p>	<p>6.RP.1-3 6.NS.1-3</p> <p>7.RP.1-3 7.NS.1-3</p>	<p>Standard 3</p> <p><b>Financial Literacy</b> SS. 1.a-c SS. 4.a-c SS. 4.e El. 1.d</p>

# JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Mathematics	Social Studies
<p><b>Session Four: Savvy Shopper</b> Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using cash and credit, and play a game that reinforces their understanding of the cost of credit.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>• Identify the opportunity costs associated with using cash and credit.</li> <li>• Explain the advantages and disadvantages of using credit.</li> <li>• Identify appropriate situations to use cash and credit.</li> </ul> <p><b>Concepts:</b> opportunity cost, credit, interest, debt</p> <p><b>Skills:</b> problem solving, working in groups</p>	<p>RI.6.1-2 RI.6.4 RI.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 SL.8.1-5 L.8.1-5</p>	<p>6.RP.1-3 6.NS.1-3</p> <p>7.RP.1-3 7.NS.1-3</p>	<p>Standard 1</p> <p><b>Financial Literacy</b> SS. 4.a CD. 1.a-b FD. 1.a-b</p>
<p><b>Session Five: Keeping Score</b> Students examine how a credit score is determined, and learn about the positive and negative consequences of a credit report.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>• Describe the favorable or unfavorable outcomes of a personal credit score.</li> <li>• Explain actions that cause a credit score to go up or down.</li> </ul> <p><b>Concepts:</b> credit, credit score</p> <p><b>Skills:</b> analyzing information, math calculations, reading for understanding, working in groups</p>	<p>RI.6.1-2 RI.6.4 RI.6.7-8 W.6.1-2 W.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 W.7.1-2 W.7.6-8 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 W.8.1-2 W.8.7-9 SL.8.1-5 L.8.1-5</p>	<p>6.NS.1-3</p> <p>7.NS.1-3</p>	<p>Standard 1</p> <p>Standard 4</p> <p><b>Financial Literacy</b> SS.4.a CD. 2.b CD. 3.c FD. 1.b</p>
<p><b>Session Six: Running the Risk</b> Students learn that life involves risks and that insurance helps to reduce the financial consequences of risk.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>• Identify financial risks.</li> <li>• Explain how insurance provides a method to minimize risk.</li> <li>• Identify the opportunity cost of having insurance.</li> </ul> <p><b>Concepts:</b> deductible, insurance, opportunity cost, policy, premium, risk</p> <p><b>Skills:</b> analyzing information, reading for understanding, working in pairs</p>	<p>RI.6.1-2 RI.6.4 RI.6.7-8 SL.6.1-5 L.6.1-6</p> <p>RI.7.1-4 RI.7.7-10 SL.7.1-5 L.7.1-6</p> <p>RI.8.1-4 RI.8.7-8 SL.8.1-5 L.8.1-5</p>	<p>6.NS.1-3</p> <p>7.NS.1-3</p>	<p>Standard 1</p> <p>Standard 5</p> <p><b>Financial Literacy</b> RM. 1.b-d</p>

# JA Global Marketplace-Blended

Session Details	Kansas Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: We're All Connected</b> Students explore how it is possible that inventions and products traded between countries can change the world.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define international trade.</li> <li>▪ Analyze how technology changes society by creating new jobs and making some jobs obsolete.</li> <li>▪ Evaluate how technology innovation creates a global community.</li> </ul>	<p><b>Social Studies Standard</b> 1. Choices have consequences. 4. Societies experience continuity and change over time.</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.4,7 SL.6.1-2 SL.6.4 L.6.2-6</p> <p><b>Grade 7</b> RI.7.1-2 RI.7.4,8 SL.7.1-4 L.7.1 L.7.3-4 L.7.6</p> <p><b>Grade 8</b> RI.8.1-2 RI.8.4 SL.8.1-4 L.8.1 L.8.3-4</p>	NA
<p><b>Session Two: Know Your Neighbors</b> Students analyze cultural differences that can make an impact on international business. They learn through characters at the FreeTrade Market the importance of being culturally aware.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of cultural business practices around the world.</li> <li>▪ Articulate the importance of cultural awareness and sensitivity in international business.</li> </ul>	<p><b>Social Studies Standard</b> 3 .Societies are shaped by beliefs, idea, and diversity.</p> <p><b>Grade 7 Geography</b> How does the diversity within a region impact its cultural development?</p>	<p><b>Grade 6</b> RI.6.4,7 W.6.2,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.2 W.7.6-7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> W.8.2 W.8.7,9 SL.8.1-2 SL.8.4 L.8.1-5</p>	NA

# JA Global Marketplace-Blended

Session Details	Kansas Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Want to Trade?</b> Students examine how trade works, why countries trade with other countries, and evaluate whether a single country could be completely self-sufficient.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define interdependence and describe examples of multinational trade and its affect on a single product.</li> <li>▪ Evaluate the pros and cons of trading with other countries.</li> </ul>	<p><b>Social Studies Standard</b> 1. Choices have consequences. 3 .Societies are shaped by beliefs, idea, and diversity.  5. Relationships between people, place, idea, and environments are dynamic.</p> <p><b>Grade 7 Geography</b> Students should interpret various types of geographic information.  How do ideas and beliefs about resources impact the daily lives of people in a given region?</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.,7-8 W.6.1-2 SL.6.1-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 RI.7.8 W.7.1-2 W.7.6 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.1-2 SL.8.1-4 L.8.1-5</p>	<p><b>Grade 6</b> .6.NSA.3</p>
<p><b>Session Four: Wide World of Work</b> Students interview staff and customers at the FreeTrade Market to learn why people leave their home countries to work elsewhere and what is required to get an international job.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain how economic factors, like a job, can cause people to move to another country.</li> <li>▪ Identify international career options and the requirements for that career, including a second language.</li> <li>▪ Evaluate factors involved in working for an international organization.</li> </ul>	<p><b>Social Studies Standard</b> 3 .Societies are shaped by beliefs, idea, and diversity.  5. Relationships between people, place, idea, and environments are dynamic.</p> <p><b>Grade 7 Geography</b> Students should be able to analyze the characteristics of physical and human geography and apply this analysis to their world.  What is the impact of physical systems on choices people make where they live?  What are the critical factors on people's decisions on where to live and work?</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.,4,7 W.6..7 SL.6.1-3 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 RI.7.8 W.7.6-7 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.7,9 SL.8.1-2 L.8.1-5</p>	<p>NA</p>

# JA Global Marketplace-Blended

Session Details	Kansas Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Five: Tough Choices</b></p> <p>Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Analyze the ethical responsibility that business owners and consumers share with one another.</li> <li>▪ Evaluate what obligation business owners have for the safety and security of their employees and customers.</li> </ul>	<p><b>Social Studies Standard</b> 1. Choices have consequences. 2. Individuals have rights and responsibilities. 5. Relationships between people, place, idea, and environments are dynamic.</p> <p><b>Grade 7 Geography</b> What role do individual rights play in political, economic, and religious systems?  What tension exists between political, economic, and religious systems with in a culture?</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1,4-6</p> <p><b>Grade 7</b> RI.7.1-3,4 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 SL.8.1-2 SL.8.4 L.8.1,3-5</p>	<p><b>Grade 6</b> 6.NSA.3</p>
<p><b>Session Six: What Is Money Really Worth?</b></p> <p>Students compare the value of international currency as their FreeTrade Market businesses pay for goods.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate how currency exchange affects international trade:</li> <li>▪ Explain currency exchange rate</li> <li>▪ Use an exchange rate calculator.</li> <li>▪ Evaluate any obstacles to having a single global currency.</li> </ul>	<p><b>NA</b></p>	<p><b>Grade 6</b> RI.6.,4,7,8 SL.6.1-3 SL.6.4-5 L.6.1 L.6.4-5</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-3 L.8.1 L.8.3-5</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>Session Seven: Fair Trade</b> Students go shopping in the market, where they face barriers and consequences that demonstrate the effects of international trade barriers.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define trade barriers and why they are used in international trade.</li> <li>▪ Evaluate how free trade and trade barriers affect trade between countries.</li> </ul>	<p><b>Social Studies Standard</b> 4. Societies experience continuity and change over time.  5. Relationships between people, place, idea, and environments are dynamic.</p> <p><b>Grade 7 Geography</b> What is the dynamic relationship between physical and human geography?  How do ideas and beliefs about resources impact the daily lives of people in a given region?</p>	<p><b>Grade 6</b> RI.6.1-2 RI.6.,4,7,8 W.6.2 SL.6.1-4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1-4 W.7.2,6 SL.7.1-3 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1-4 W.8.2 SL.8.1-3 L.8.1-5</p>	<p><b>Grade 6</b> 6.NSA.3</p>

## JA It's My Business! – Blended

Session Details	Kansas Academic Standards	Common Core ELA
<p><b>Session One: Entrepreneurs</b> Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship and social entrepreneurship.</li> <li>▪ Identify entrepreneurial characteristics and recognize strengths and areas of potential growth.</li> </ul>	<p><b>Social Studies Standard</b> 1. Choices have consequences.</p> <p><b>Financial Literacy</b> FD. 1. b. Compare the benefits of financial responsibility with the consequences of financial irresponsibility.</p>	<p>RI 6.4,7 SL. 6.1-2 SL. 6 L. 6.1-6</p> <p>RI 7.3-4 RI.7.7 SL. 7.1-2 SL. 7.4 L. 7.1-6</p> <p>RI 8.3-4 RI. 8.7 SL. 8.1-2 SL. 8.6 L. 8.1-5</p>
<p><b>Session Two: Market and Need</b> 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></p> <ul style="list-style-type: none"> <li>▪ Define market and need.</li> <li>▪ Describe the importance of Identifying market and need when entrepreneurs develop new product ideas.</li> </ul>	<p><b>Social Studies Standard</b> 1. Choices have consequences.</p> <p><b>Financial Literacy</b> c. Predict how influences such as current fashion trends, peer pressure and procrastination can affect financial decisions.</p>	<p>RI 6.4,7 SL. 6.1-2 SL. 4 L. 6.1-6</p> <p>RI 7.3-4 RI.7.7 SL. 7.1-2 SL. 7.6 L. 7.1-6</p> <p>RI 8.3-4 RI. 8.7 SL. 8.1-2 SL. 8.4 L. 8.1-5</p>
<p><b>Session Three: Innovative Ideas</b> 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></p> <ul style="list-style-type: none"> <li>▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea.</li> <li>▪ Recognize creativity and innovation as necessary entrepreneurial skills for starting a business.</li> </ul>	<p><b>Social Studies Standard</b> 3 .Societies are shaped by beliefs, idea, and diversity</p> <p><b>Financial Literacy</b> FD. 2. a. Analyze the strengths and weaknesses of various online and printed sources of product information.</p>	<p>RI 6.4,7 SL. 6.1-2 SL. 4 L. 6.1-6</p> <p>RI 7.3-4 SL. 7.1-2 SL. 7.64 L. 7.1-6</p> <p>RI 8.4,7 SL. 8.1-2 SL. 8.4 L. 8.1-5</p>

# JA It's My Business! – Blended

Session Details	Kansas Academic Standards	Common Core ELA
<p><b>Session Four: Market Research</b> Students learn about the importance of obtaining market feedback about a new product idea. Groups practice developing survey questions, test their questions, and discuss ways to revise their questions to obtain more useful feedback about their product ideas.</p> <p><b>Objectives:</b></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 Studies Standard</b> 5. Relationships between people, place, ideas, and environments are dynamic.</p> <p><b>Financial Literacy</b> SS. 1.a. Assess how spending priorities reflect goals and values.</p>	<p>RI 6.1-2 RI 6.4,7 SL 6.2 SL 6.4 L. 6.1-6</p> <p>RI 7.1-2 RI.7.4,7 SL 7.2 L. 7.1-6</p> <p>RI 8.1-2 RI 8.4,7 SL 8.2 L. 8.1-5</p>
<p><b>Session Five: Design and Prototype</b> Students learn about the product design and prototype process. Each student creates a product sketch to showcase their product idea.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Represent a product idea and its features by using rough sketches and drawings.</li> <li>▪ Recognize sketches as an important first step in the prototype process.</li> </ul>	<p><b>Social Studies Standard</b> 1. Choices have consequences.</p> <p><b>Financial Literacy</b> FD. 4. e. Give examples of how decisions made today can affect future opportunities.</p>	<p>RI 6.4,7 SL 6.1-2 SL 6.4-7 L. 6.1-6</p> <p>RI.7.4,7 SL 7.1-2 SL 7.4-5 L. 7.1-6</p> <p>RI 8.4,7 SL 8.1-2 SL 8.4-5 L. 8.1-5</p>
<p><b>Session Six: Seek Funding</b> Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups pitch their product idea to the volunteer and teacher. Guest judge(s) may be invited to award teams with faux start-up funds.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the elements that make a strong pitch presentation to potential investors.</li> <li>▪ Work together to create and deliver a product pitch for potential funding.</li> </ul>	<p><b>Social Studies Standard</b> 5. Relationships between people, place, idea, and environments are dynamic.</p> <p><b>Financial Literacy</b> SS. 1.a. Assess how spending priorities reflect goals and values. FD. 4. e. Give examples of how decisions made today can affect future opportunities.</p>	<p>RI 6.4,7 SL 6.1-2 SL 6.4-6 L. 6.1-4</p> <p>RI.7.4,7 W. 7.6-7 SL 7.1-2 SL 7.-6 L. 7.1-4</p> <p>RI 8.3-4 RI 8.7 W 8.7 SL 8.1-2 SL. 8.4-6</p>

# JA It's My Future – Blended

Session Details	Kansas Academic Standards	Common Core ELA
<p><b>Session One: My Brand</b> Students examine well-known businesses to learn about brand and reputation. They complete a personal brand worksheet to define their own brands and then design logos to represent themselves.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize branding as a way to build a positive reputation, personally as well as in the business world.</li> <li>▪ Design a logo that expresses their personal brand.</li> </ul>	<p><b>Social Studies Standard</b> 1. Choices have consequences.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-3 SL. 6.5</p> <p>L. 7.1-6 SL. 7.1-3 SL. 7.5</p> <p>RI 8.4 L. 8.1-6 SL. 8.1-3 SL. 8.5</p>
<p><b>Session Two: Career Clusters</b> Students are introduced to the 16 career clusters, take a career interest assessment, learn about potential jobs within their preferred cluster and then share job information with other classmates and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Identify jobs in specific career clusters that they would like to further explore.</li> <li>▪ Understand the interconnectivity and value of all types of jobs.</li> </ul>	<p><b>Social Studies Standard</b> 1. Choices have consequences. 3. Societies are shaped by beliefs, ideas, and diversity.</p> <p><b>Financial Literacy</b> EI.1. b. Match personal skills and interests to various career options.</p>	<p>RI 6.7 L. 6.1-4 L.6.6 SL. 6.1-2 SL. 6.</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p><b>Session Three: High Growth Careers</b> Students learn about declining and high-growth careers and possible reasons for changes in a job's outlook. They are introduced to several high-growth occupations and have the opportunity to research growth careers in their preferred career clusters.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the difference between high-growth and declining careers.</li> <li>▪ Identify specific careers that are forecasted to have high growth.</li> </ul>	<p><b>Social Studies Standard</b> 1. Choices have consequences. 2. Individuals have rights and responsibilities.</p> <p><b>Financial Literacy</b> EI.1.a. Give an example of how education and training can affect lifetime income. EI.1.c. Compare the education and training requirements, income potential and primary duties of at least two jobs of interest.</p>	<p>RI 6.7 L.6.1,4,6 SL. 6.1-2</p> <p>RI 7.4 L. 7.1,4 SL. 7.1-2</p> <p>L. 8.1,3,4 SL. 8.1</p>

# JA It's My Future – Blended

Session Details	Kansas Academic Standards	Common Core ELA
<p><b>Session Four: Career Mapping</b></p> <p>Students learn how early experiences can provide transferable skills that contribute to future job success by looking at well-known celebrities and their paths to success. They learn about career maps by examining a sample and creating their own.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Identify experiences and activities related to foundational skills that are transferable to a future job.</li> <li>▪ Plan the significant markers needed to earn a particular job.</li> </ul>	<p><b>Social Studies Standard</b></p> <p>1. Choices have consequences.</p>	<p>L. 6.1-4 L.6.6 SL. 6.1-3</p> <p>L. 7.1,3,4 SL. 7.1,2,4</p> <p>L. 8.1,3,4 SL. 8.1-2</p>
<p><b>Session Five: On the Hunt</b></p> <p>Students learn about the process of looking, applying, and interviewing for a job. They read about the process and then play a game in which they must identify two truths and a myth about each topic.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews.</li> </ul>	<p><b>Social Studies Standard</b></p> <p>1. Choices have consequences.</p> <p><b>Financial Literacy</b></p> <p><b>El.1. g.</b> Complete an age-appropriate, part-time job application.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p><b>Session Six: Soft Skills</b></p> <p>Students learn about the differences between technical and soft skills and why both are essential to keep a job. They complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they role-play situations that require having strong soft skills.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Differentiate between technical skills and soft skills.</li> <li>▪ Describe specific soft skills they already possess and those on which they need to improve.</li> </ul>	<p><b>Social Studies Standard</b></p> <p>1. Choices have consequences.</p> <p>2. Individuals have rights and responsibilities.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1-2 SL.7.5-6</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.1-3</p>

