



empowering young people to
own their economic success®

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

Updated Sept 2018
Nevada Proposed Social Studies Standards, 2018
[Employability Skills for Career Readiness Standards](#)
Common Core State Standards Included
Junior Achievement USA®
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Overview

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

In this document, Junior Achievement programs are correlated to the proposed [Nevada Social Studies Standards and Grade Level Expectations for grades 6-8](#) as well as the [Employability Skills For Career Readiness Standards](#), Financial Literacy Expectations and the Common Core State Standards in English/Language Arts and mathematics.

This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

JA Middle Grades Programs

JA Economics for Success[®] provides practical information about personal finance and the importance of identifying education and career goals based on a student’s skills, interests, and values.....Page 3

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 producers and consumers in the interconnected global market.....Page 5

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.....Page 9

JA It’s My Future[®] 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.....Page 11

JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core English/Language Arts	Common Core Mathematics	NV Academic Standards
<p>Session One Mirror, Mirror Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p>Objectives Students will be able to:</p> <ul style="list-style-type: none"> • Use personal reflection to explain self-knowledge. • Apply their skills, interests, and values to help determine a potential career path. 	<p>Grade 6 RI.6.2 RI.6.4 RI.6.7 SL.6.1-2 L.6.1-4</p> <p>Grade 7 RI.7.2 RI.7.4 SL.7.1-2 L.7.1-4</p> <p>Grade 8 RI.8.2 RI.8.4 SL.8.1 L.8.1-4</p>	<p>NA</p>	<p>Financial Literacy SS.6-8.FL.2 SS.6-8.FL.10</p> <p>Employability Skills 1.2.1 1.2.5</p>
<p>Session Two Be a Success 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 be able to:</p> <ul style="list-style-type: none"> • Identify the connection between goal-setting, personal finance, education, and career choices. • Apply decision making to education and career choices. 	<p>Grade 6 RI.6.4 SL.6.1-2 L.6.1-4</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1-4</p>	<p>NA</p>	<p>Financial Literacy SS.6-8.FL.2 SS.6-8.FL.11</p> <p>Employability Skills 1.1.2 1.2.6</p>
<p>Session Three Keeping Your Balance 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 Students will be able to:</p> <ul style="list-style-type: none"> • Recognize that a balanced budget is important for all workers. • Define the term income and differentiate between gross and net income. • Name ways to balance a budget. 	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1-4</p>	<p>6.NS.B.3 6.SP.B.4 7.RP.A.3</p>	<p>Financial Literacy SS.6-8.FL.2 SS.6-8.FL.4</p> <p>Employability Skills 1.2.3</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core English/Language Arts	Common Core Mathematics	NV Academic Standards
<p>Session Four Savvy Shopper Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p>Objectives Students will be able to:</p> <ul style="list-style-type: none"> • Identify the differences between debit and credit cards. • Explain the advantages and disadvantages of both cards. • Recognize the importance of taking personal responsibility for financial decisions. 	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1-4</p>	<p>6.NS.B.3 7.RP.A.3</p>	<p>Financial Literacy SS.6-8.FL.5 SS.6-8.FL.7.</p> <p>Employability Skills 1.1.3 1.1.5</p>
<p>Session Five Keeping Score Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p>Objectives Students will be able to:</p> <ul style="list-style-type: none"> • Describe the favorable or unfavorable consequences of a high or low personal credit score. • Explain actions that cause a credit score to go up or down. 	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1-4</p>	<p>6.NS.B.3 6.NS.C.5</p>	<p>Financial Literacy SS.6-8.FL.6.</p>
<p>Session Six What's the Risk? 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 Students will be able to:</p> <ul style="list-style-type: none"> • Explore the cost and consequence of risk. • Explain how insurance provides a method to minimize financial risk. • Identify the opportunity cost of having insurance. • Assess how personal responsibility plays a part in minimizing risk. 	<p>Grade 6 SL.6.1 L.6.1-4</p> <p>Grade 7 SL.7.1 L.7.1-4</p> <p>Grade 8 SL.8.1 L.8.1-4</p>	<p>NA</p>	<p>Financial Literacy SS.6-8.FL.2. SS.6-8.FL.8.</p>

JA Global Marketplace – Blended Model

Session Details	Nevada Academic Content Standards	Common Core ELA	Common Core Math
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer ▪ Identify what a customer gains from an exchange with a business ▪ Define ethics and ethical dilemma (Deeper Look) ▪ 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>Social Studies</p> <p>SS.6-8.EUSH.40. Analyze the role of innovations and entrepreneurship in institutions throughout early U.S history.</p> <p>Information Literacy</p> <p>1.A.2 When faced with an information problem or question, determines whether additional information (beyond one’s own knowledge) is needed to resolve it.</p> <p>8.C.2 Locates appropriate information efficiently with the school’s computing and communications hardware, software, and networks.</p>	<p>Grade 6 RI.6.1-2 RI.6.4,7 SL.6.1-2 SL.6.4 L.6.2-6</p> <p>Grade 7 RI.7.1-2 RI.7.4,8 SL.7.1-4 L.7.1 L.7.3-4 L.7.6</p> <p>Grade 8 RI.8.1-2 RI.8.4 SL.8.1-4 L.8.1 L.8.3-4</p>	NA
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers’ needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to take into account their customers’ cultural differences in order to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Social Studies</p> <p>SS.6-8.WGGS.28 Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.</p> <p>SS.6-8.EUSH.16. Analyze the influence of diverse cultural traditions (on early American society.)</p> <p>SS.6-8.EUSH.26. Assess the influence of cultural diffusion when diverse groups interact (within early U.S. history.)</p> <p>Information Literacy</p> <p>9.C.2 Participates actively in discussions with others, in person and remotely through technologies, to analyze information problems and suggest solutions.</p> <p>9.C.3 Participates actively in discussions with others, in person and remotely through technologies, to devise solutions to information problems that integrate group members’ information and ideas.</p>	<p>Grade 6 RI.6.4,7 W.6.2,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.2 W.7.6-7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 W.8.2 W.8.7,9 SL.8.1-2 SL.8.4 L.8.1-5</p>	NA

JA Global Marketplace – Blended Model

Session Details	Nevada Academic Content Standards	Common Core ELA	Common Core Math
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p>Objectives: 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>Social Studies</p> <p>SS.6-8.WGGS.27 Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.</p> <p>SS.6-8.EUSH.35.Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics (in early U.S history.)</p>	<p>Grade 6 RI.6.1-2 RI.6.,7-8 W.6.1-2 SL.6.1-5 L.6.1-6</p> <p>Grade 7 RI.7.1-4 RI.7.8 W.7.1-2 W.7.6 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.1-2 SL.8.1-4 L.8.1-5</p>	<p>Grade 6 6.NSA.3</p> <p>Mathematical Practices 6-8 1-2 4-7</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that modern countries cannot provide all 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>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>Social Studies</p> <p>SS.6-8.WGGS.29 Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.</p> <p>SS.6-8.WGGS.31 Explain how the relationship between the environmental characteristics of place and the production of goods influence the spatial patterns of world trade.</p> <p>SS.6-8.WGGS.27 Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.</p> <p>Information Literacy</p> <p>1.B.2 Explains the differences between accurate and inaccurate information and between complete and incomplete information for decision-making.</p>	<p>Grade 6 RI.6.1-2 RI.6.,4,7 W.6.7 SL.6.1-3 L.6.1-6</p> <p>Grade 7 RI.7.1-4 RI.7.8 W.7.6-7 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.7,9 SL.8.1-2 L.8.1-5</p>	<p>NA</p>

JA Global Marketplace – Blended Model

Session Details	Nevada Academic Content Standards	Common Core ELA	Common Core Math
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives: 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>Social Studies</p> <p>SS.6-8.WGGS.25 Investigate a current global issue and propose a course of action to solve it.</p> <p>SS.6-8.WGGS.33 Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.</p> <p>SS.6-8.WGGS.35 Investigate the impact of global trade policies on nations and their citizens.</p> <p>SS.6-8.EUSH.43. Investigate the effects of U.S. foreign economic policy both nationally and globally (across early U.S. history.)</p> <p>Information Literacy</p> <p>1.B.3 Judges the quality of decisions in terms of the accuracy and completeness of the information on which they were based.</p> <p>2.B.3 Assembles facts, opinions, and point of view as appropriate in one’s own work.</p> <p>7.A.2 Uses a variety of sources covering diverse perspectives to resolve an information problem or question.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1,4-6</p> <p>Grade 7 RI.7.1-3,4 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 SL.8.1-2 SL.8.4 L.8.1,3-5</p>	<p>Grade 6 6.NSA.3</p> <p>Mathematical Practices 6-8</p> <p>1-2</p> <p>4-7</p>
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives: 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>Social Studies</p> <p>SS.6-8.WGGS.34 Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.</p>	<p>Grade 6 RI.6.,4,7,8 SL.6.1-3 SL.6.4-5 L.6.1 L.6.4-5</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-3 L.8.1 L.8.3-5</p>	<p>Grade 6 6.RP.A.1 6.RP.A.2 6.RP.A.3</p> <p>Grade 7 7.RP.A.1</p> <p>Mathematical Practices 6-8</p> <p>1-2</p> <p>4-8</p>

JA Global Marketplace – Blended Model

Session Details	Nevada Academic Content Standards	Common Core ELA	Common Core Math
<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>Social Studies</p> <p>SS.6-8.WGGS.21 Investigate the ways in which individuals and nations build communities of respect, equity, and diversity across the world today.</p> <p>SS.6-8.WGGS.23 Distinguish and apply the powers and responsibilities of global citizens, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p>	<p>Grade 6 RI.6.1-2 RI.6.,4,7,8 W.6.2 SL.6.1-4 L.6.1-6</p> <p>Grade 7 RI.7.1-4 W.7.2,6 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.2 SL.8.1-3 L.8.1-5</p>	<p>Grade 6 6.NSA.3</p> <p>Mathematical Practices 6-8 1-2 4-8</p>

JA It's My Business! Blended Model

Session Details	Nevada Academic Content Standards	Common Core ELA
<p>Session One: Entrepreneurs Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship. ▪ Identify entrepreneurial characteristics and recognize strengths and areas of potential growth. 	<p>Social Studies SS.6-8.EUSH.40 Analyze the role of innovations and entrepreneurship in institutions (throughout early U.S history)</p> <p>Entrepreneurship 2.1.1 Determine interests and personal capabilities. 2.1.4 Conduct self-assessment to determine entrepreneurial potential and risk tolerance.</p>	<p>Grade 6 RI 6.4,7 SL. 6.1-2 SL. 6 L. 6.1-6</p> <p>Grade 7 RI 7.3-4 RI.7.7 SL. 7.1-2 SL. 7.4 L. 7.1-6</p> <p>Grade 8 RI 8.3-4 RI. 8.7 SL. 8.1-2 SL. 8.6 L. 8.1-5</p>
<p>Session Two: Market and Need 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. ▪ Describe the importance of identifying market and need when entrepreneurs develop new product ideas. 	<p>Entrepreneurship 2.1.3 Describe idea generation methods. 1.2.3 Define areas of analysis for industry and market research. 1.2.4 Demonstrate problem-solving skills based on research and analysis.</p>	<p>Grade 6 RI 6.4,7 SL. 6.1-2 SL. 4 L. 6.1-6</p> <p>Grade 7 RI 7.3-4 RI.7.7 SL. 7.1-2 SL. 7.6 L. 7.1-6</p> <p>Grade 8 RI 8.3-4 RI. 8.7 SL. 8.1-2 SL. 8.4 L. 8.1-5</p>
<p>Session Three: Innovative Ideas Students learn about innovative idea generation, and examine cutting edge, innovative new products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea. ▪ Recognize creativity and innovation as necessary entrepreneurial skills for starting a business. 	<p>Entrepreneurship 2.3.1 Describe idea generation methods. 2.3.2 Discuss entrepreneurial discovery processes. 2.3.3 Assess opportunities for new business venture.</p>	<p>Grade 6 RI 6.4,7 SL. 6.1-2 SL. 4 L. 6.1-6</p> <p>Grade 7 RI 7.3-4 SL. 7.1-2 SL. 7.64 L. 7.1-6</p> <p>Grade 8 RI 8.4,7 SL. 8.1-2 SL. 8.4 L. 8.1-5</p>

JA It's My Business! Blended Model

Session Details	Nevada Academic Content Standards	Common Core ELA
<p>Session Four: 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>Entrepreneurship</p> <p>2.3.3 Assess opportunities for new business venture.</p>	<p>Grade 6 RI 6.1-2 RI 6.4,7 SL 6.2 SL 6.4 L. 6.1-6</p> <p>Grade 7 RI 7.1-2 RI.7.4,7 SL 7.2 L. 7.1-6</p> <p>Grade 8 RI 8.1-2 RI 8.4,7 SL 8.2 L. 8.1-5</p>
<p>Session Five: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and 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>Entrepreneurship</p> <p>1.2.3 Define areas of analysis for industry and market research.</p> <p>1.2.4 Demonstrate problem-solving skills based on research and analysis.</p> <p>4.1.1 Determine the initial feasibility of proposed product/service.</p> <p>4.1.2 Determine market segments.</p>	<p>Grade 6 RI 6.4,7 SL 6.1-2 SL 6.4-7 L. 6.1-6</p> <p>Grade 7 RI.7.4,7 SL 7.1-2 SL 7.4-5 L. 7.1-6</p> <p>Grade 8 RI 8.4,7 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 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>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the elements that make a strong pitch presentation to potential investors. ▪ Work together to create and deliver a product pitch for potential funding. 	<p>Entrepreneurship</p> <p>4.2.2 Determine the unique selling proposition.</p> <p>4.2.3 Develop strategies to position the product.</p>	<p>Grade 6 RI 6.4,7 SL 6.1-2 SL 6.4-6 L. 6.1-4</p> <p>Grade 7 RI.7.4,7 W. 7.6-7 SL 7.1-2 SL 7.-6 L. 7.1-4</p> <p>Grade 8 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 Descriptions	Nevada Academic Content Standards	Common Core ELA
<p>Session One: My Brand</p> <p>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>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize branding as a way to build a positive reputation, personally as well as in the business world. ▪ Design a logo that expresses their personal brand. 	<p>Information Literacy</p> <p>4.B.1 Organizes and presents basic information relating to topics of personal interest.</p> <p>4.B.2 Creates information products and solutions relating to topics of personal interest.</p> <p>4.B.3 Judges the quality of one’s own information products and solutions related to topics of personal interest</p> <p>Employability Skills</p> <p>1.1.7 Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative.</p>	<p>Grade 6 RI 6.7 L. 6.1-6 SL. 6.1-3 SL. 6.5</p> <p>Grade 7 L. 7.1-6 SL. 7.1-3 SL. 7.5</p> <p>Grade 8 RI 8.4 L. 8.1-6 SL. 8.1-3 SL. 8.5</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives: 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>Financial Literacy</p> <p>SS.6-8.FL.10. Identify college and career options and their effect on income and unemployment.</p> <p>Employability Skills</p> <p>1.1.2 Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability.</p> <p>1.1.3 Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed.</p> <p>1.2.2 Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly.</p>	<p>Grade 6 RI 6.7 L. 6.1-4 L.6.6 SL. 6.1-2 SL. 6.</p> <p>Grade 7 RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>Grade 8 RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p>Session Three: High Growth Careers</p> <p>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>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize the difference between high-growth and declining careers. ▪ Identify specific careers that are forecasted to have high growth. 	<p>Social Studies</p> <p>SS.6-8.EUSH.40. Analyze the role of innovations and entrepreneurship in institutions (throughout early U.S history)</p> <p>Financial Literacy</p> <p>SS.6-8.FL.10. Identify college and career options and their effect on income and unemployment</p> <p>Information Literacy</p> <p>3.A.1 Describes several ways to organize information – for example, chronologically, topically, and hierarchically</p>	<p>Grade 6 RI 6.7 L.6.1,4,6 SL. 6.1-2</p> <p>Grade 7 RI 7.4 L. 7.1,4 SL. 7.1-2</p> <p>Grade 8 L. 8.1,3,4 SL. 8.1</p>

JA It's My Future- Blended

Session Descriptions	Nevada Academic Content Standards	Common Core ELA
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can provide transferable skills that contribute to future job success by looking at well-known celebrities and their paths to success. They learn about career maps by examining a sample and creating their own.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify experiences and activities related to foundational skills that are transferable to a future job. ▪ Plan the significant markers needed to earn a particular job. 	<p>Information Literacy</p> <p>2.B.3 Assembles facts, opinions, and point of view as appropriate in one's own work.</p> <p>3.A.2 Organizes information in different ways according to the information problem or question at hand.</p> <p>3.B.3 Integrates one's own previous knowledge with information from a variety of sources to create new meaning.</p> <p>Employability Skills</p> <p>1.1.7 Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative.</p> <p>1.3.3 Demonstrate proper Internet use and security by using the Internet appropriately for work.</p>	<p>Grade 6 L. 6.1-4 L.6.6 SL. 6.1-3</p> <p>Grade 7 L. 7.1,3,4 SL. 7.1,2,4</p> <p>Grade 8 L. 8.1,3,4 SL. 8.1-2</p>
<p>Session Five: On the Hunt</p> <p>Students learn about the process of looking, applying, and interviewing for a job. They read about the process and then play a game in which they must identify two truths and a myth about each topic.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews. 	<p>Information Literacy</p> <p>2.B.2 Explains how fact, point of view, and opinion are different from one another.</p> <p>2.D.1 Recognizes information that is applicable to a specific information problem or question.</p> <p>Employability Skills</p> <p>1.1.4 Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace.</p> <p>1.2.3 Demonstrate critical -thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks.</p> <p>1.2.7 Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion.</p>	<p>Grade 6 RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>Grade 7 RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>Grade 8 RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential to keep a job. They complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they role-play situations that require having strong soft skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Differentiate between technical skills and soft skills. ▪ Describe specific soft skills they already possess and those on which they need to improve. 	<p>Information Literacy</p> <p>4.A.2 Generally goes beyond one's own knowledge to seek information on aspects of personal interest or well being.</p> <p>9.B.1 Describes others' ideas accurately and completely.</p> <p>9.B.2 Encourages consideration of ideas and information from all group members.</p> <p>Employability Skills</p> <p>1.1.5 Demonstrate diversity awareness by working well with all customers and coworkers.</p> <p>1.1.6 Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues.</p>	<p>Grade 6 RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>Grade 7 RI 7.4 L. 7.1,3,4 SL. 7.1-2 SL.7.5-6</p> <p>Grade 8 RI 8.4 L. 8.1,3,4 SL. 8.1-3</p>