



A Correlation:  
Delaware  
Content Standards and  
Middle School Grade Level Expectations  
and Junior Achievement Programs

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Delaware Financial Literacy Standards  
Common Core State Standards Included

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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 Delaware Content Standards and Grade Level Expectations for social studies for grades 6-8 as well as the Career Ready Practices and 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](#)<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 Inspire](#)<sup>™</sup> is more than a career fair, it brings together the business community and local schools and is designed to help launch middle school students into their futures: high school, college, and careers beyond. (Grades 6-8) .....Page 12

[JA Career Exploration Fair](#)<sup>™</sup> is an event where students learn about a range of career options across multiple career clusters. (Grades K-12) ..... Page 14

[JA It’s My Job](#)<sup>™</sup> (Soft Skills) will help students understand the value of professional communication and soft skills, making them more employable to future employers across multiple career clusters. ... Page 15

[JA Career Speakers Series](#)<sup>™</sup> In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience..... .Page 17

[JA Excellence through Ethics](#)<sup>™</sup> Through JA Excellence through Ethics, students will learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community. (Grades 6-12) .....Page 18

# JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	DE Instructional Standards
<p><b>Session One: Mirror, Mirror</b> 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>The students will:</b></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 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-4</p> <p><b>Grade 7</b> RI.7.2 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4</p> <p><b>Grade 8</b> RI.8.2 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	NA	<p><b>Financial Literacy</b> 1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p>
<p><b>Session Two: Be a Success</b> 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>The students will:</b></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 SL.6.1-2 L.6.1 L.6.3-4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 L.7.1 L.7.3-4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	NA	<p><b>Financial Literacy</b> 1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p>
<p><b>Session Three: Keeping Your Balance</b> 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>The students will:</b></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.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	6.NS.B.3 6.SP.B.4 7.RP.A.3	<p><b>Economics</b> 2. a. Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.</p> <p><b>Financial Literacy</b> 1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training</p>

# JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	DE Instructional Standards
<p><b>Session Four: Savvy Shopper</b> Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p><b>The students will:</b></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.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>6.NS.B.3 7.RP.A.3</p>	<p><b>Economics</b> 1. a. Students will analyze how changes in supply and demand interact in competitive markets to determine or change the price of goods and services.</p> <p><b>Financial Literacy</b> 2. Students will analyze various payment methods that can be used to buy goods and services.</p>
<p><b>Session Five: Keeping Score</b> Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p><b>The students will:</b></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 RI.6.7 SL.6.1 L.6.1 L.6.3-4 L.6.4</p> <p><b>Grade 7</b> RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p><b>Grade 8</b> RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>6.NS.B.3 6.NS.C.5</p>	<p>NA</p>
<p><b>Session Six: What's the Risk?</b> 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>The students will:</b></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 L.6.1 L.6.3-4</p> <p><b>Grade 7</b> SL.7.1 L.7.1 L.7.3-4</p> <p><b>Grade 8</b> SL.8.1 L.8.1 L.8.3-4</p>	<p>NA</p>	<p><b>Financial Literacy</b> 4. Students will understand that the rate of return earned from savings and investments will vary according to the amount of risk.</p>

# JA Global Marketplace

Session Details	DE Instructional 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>▪ Identify the stakeholders of a business.</li> <li>▪ Define ethics and ethical dilemma (Deeper Look)</li> <li>▪ Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)</li> </ul>	<p><b>Economics Standard One</b> 6-8a: Students will analyze how changes in technology, costs, and demand interact in competitive markets to determine or change the price of goods and services.</p> <p><b>Literacy for History/Social Studies</b> RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>Career Ready Practices</b> CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership and effective management.</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: 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>Literacy for History/Social Studies</b> RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)</p> <p><b>Career Ready Practices</b> CRP1. Act as a responsible and contributing citizen and employee. CRP12. Work productively in teams while using cultural global competence.</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

Session Details	DE Instructional 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 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>Economics Standard Three</b> 6-8a: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p><b>Economics Standard Four</b> 6-8a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p> <p><b>Career Ready Practices</b> CRP2. Apply appropriate academic and technical skills. CRP12. Work productively in teams while using cultural global competence.</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> CCSS.6.NSA.3</p>
<p><b>Session Four: Why Countries Specialize</b></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><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>Literacy for History/Social Studies</b> RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>Economics Standard Four</b> 6-8a: Students will examine how nations with different economic systems specialize and become interdependent through trade and how government policies allow either free or restricted trade.</p> <p><b>Career Ready Practices</b> CRP4. Communicate clearly and effectively and with reason CRP11. Use technology to enhance productivity.</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

Session Details	DE Instructional 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 stakeholders</li> </ul>	<p><b>Literacy for History/Social Studies</b> RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>Career Ready Practices</b> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence</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> CCSS.6.NSA.3</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>Economics Standard Two</b> 6-8a: Students will analyze the role of money and banking in the economy, and the ways in which government taxes and spending affect the functioning of market economies.</p> <p><b>Literacy for History/Social Studies</b> RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>Financial Literacy 6-8</b> 2. Students will analyze various payment methods that can be used to buy goods and services.</p> <p><b>Career Ready Practices</b> CRP2. Apply appropriate academic and technical skills.</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> CCSS.6.RP.A.1 CCSS.6.RP.A.2 CCSS.6.RP.A.3</p> <p><b>Grade 7</b> CCSS.7.RP.A.1</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>Financial Literacy 6-8</b> 1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p> <p><b>Literacy for History/Social Studies</b> RH.6-8.5 Describe how a text presents information (e.g. sequentially, comparatively, causally).</p> <p><b>Career Ready Practices</b> CRP3. Attend to personal health and financial well-being. CRP10. Plan education and career paths aligned to personal goals.</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> CCSS.6.NSA.3</p>

# JA It's My Business!

Session Details	DE Instructional 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>No entrepreneurship standards for this grade level. Please refer to the National Council for Social Study Standards on the JA website at <a href="https://www.juniorachievement.org/web/ja-usa/middle-school-state-standard">https://www.juniorachievement.org/web/ja-usa/middle-school-state-standard</a></p> <p><b>Financial Literacy 6-8</b> 1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</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</li> <li>▪ Identifying market and need when entrepreneurs develop new product ideas.</li> </ul>	<p><b>Economics</b> 1.6-8a: Students will analyze how changes in supply and demand interact in competitive markets to determine or change the price of goods and services.</p> <p><b>Career Ready Practices</b> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason</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>▪ 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>Career Ready Practices</b> RP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.</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!

Session Details	DE Instructional 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 then 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>Career Ready Practices</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence</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></p> <p>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>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation</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></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><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>Economics</b></p> <p>3.6-8a: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.</p> <p><b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP12. Work productively in teams while using cultural global competence</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

Session Details	DE Instructional 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>Career Ready Practices</b> CRP1. Act as a responsible and contributing citizen and employee</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 Paths and Clusters</b> 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><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>Financial Literacy 6-8</b> 1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p> <p><b>Career Ready Practices</b> CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason</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>▪ 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>Financial Literacy 6-8</b> 1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p> <p><b>Career Ready Practices</b> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</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

Session Details	DE Instructional 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>Financial Literacy 6-8</b></p> <p>1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p> <p><b>Career Ready Practices</b></p> <p>CRP10. Plan education and career paths aligned to personal goals. CRP12. Work productively in teams while using cultural global competence</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 play a game in which they must identify two truths and a myth about each topic and then learn the fundamentals of creating a resume.</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> <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>Financial Literacy 6-8</b></p> <p>1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p> <p><b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.</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>▪ 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>Financial Literacy 6-8</b></p> <p>1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p> <p><b>Career Ready Practices</b></p> <p>CRP9. Model integrity, ethical leadership and effective management. CRP12. Work productively in teams while using cultural global competence</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>

# JA Inspire

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session One: Career Planning Starts with You</b></p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks. .</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters that match their skills and interests.</li> <li>▪ Assess their soft skills and identify need for improvement.</li> <li>▪ Identify industries and jobs that offer opportunities.</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Speaking and Listening SL.1 SL.3 SL.5</p> <p>Language L.1 L.3 L.4 L.5 L.6</p>	NA
<p><b>Session Two: Making the Most of JA Inspire</b></p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify companies that they want to learn more about at the JA Inspire event. Three is a good number.</li> <li>▪ Prepare questions that they want to ask and practice asking them.</li> <li>▪ Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer, and helps to connect them with the company volunteers.</li> <li>▪ Express their expectations of the upcoming event.</li> </ul>	<p><b>Financial Literacy</b></p> <p>6-8: 1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p> <p><b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Writing W.4 W.5 W.6</p> <p>Speaking and Listening SL.1 SL.6</p> <p>Language L.1 L.2 L.3 L.4 L.6</p>	NA

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p><b>Session Three: JA Inspire Event</b></p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Make connections with adults who have jobs in careers that interest them.</li> <li>▪ See the connection between high school programming choices and careers.</li> <li>▪ Collect information about the education required to be successful in a job.</li> <li>▪ Practice soft skills.</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5 RI.7 RI.8</p> <p>Speaking and Listening SL.1 SL.2 SL.3</p> <p>Language L.1 L.3 L.4 L.5 L.6</p>	<p>NA-</p> <p>Some possible math connections depending on area event.</p>
<p><b>Session Four: Debrief and Next Steps</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event.</li> <li>▪ Identify next steps, including exploration of high school coursework and other research.</li> <li>▪ Understand relevant business communication practices.</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Writing W.4 W.5 W.6 W.7</p> <p>Speaking and Listening SL.1 SL.6</p> <p>Language L.1 L.2 L.3 L.4 L.5 L.6</p>	<p>NA</p>

## JA Career Exploration Fair

Session Details	Delaware Academic Content Standards	Common Core ELA
<p><b>Pre-Fair Session: What Sets You Apart?</b></p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Differentiate between abilities (skills) and values.</li> <li>▪ Identify their personal characteristics.</li> </ul>	<p><b>Financial Literacy</b></p> <p>6-8: 1. Students will analyze the costs and benefits, including higher earning potential, of building human capital through education or job training.</p> <p><b>Career Ready Practices</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p> <p>RH.6-8.3 RH.6-8.4.</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Complete one pre-fair activity (teacher-led) (optional).</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Complete one post-fair activity (teacher-led) (optional).</li> <li>▪ Complete a student evaluation, if requested.</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p> <p>RH.6-8.3 RH.6-8.4</p>
<p><b>Post-Fair Session</b></p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify a future career goal.</li> <li>▪ Create a personal action plan.</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>	<p>Reading for Informational Text RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

## JA It's My Job (Soft Skills)

Session Details	Delaware Academic Content Standards	Common Core ELA
<p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize the importance of manners as an element of professionalism.</li> <li>▪ Identify language and style appropriate for the workplace.</li> </ul>	<p><b>Financial Literacy</b></p> <p>9-12a: Students will apply problem-solving strategies to assess the consequences of financial decisions.</p> <p><b>Career Ready Practices</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>Speaking and Listening SL 1 SL 2 SL 3</p> <p>Language L 1 L 3 L 4 L 6</p> <p>Social Studies Literacy RH.9-10.3 RH.9-10.4.</p>
<p><b>Applications and Resumes</b></p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify information necessary for a job application.</li> <li>▪ Recognize key features and formatting of resumes.</li> <li>▪ Use appropriate language for a resume.</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4 WHST.6-8.4</p>
<p><b>Interviewing for a Job</b></p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify appropriate content for a personal brag sheet</li> <li>▪ Adapt personal information to interview situations.</li> <li>▪ Develop answers to common interview questions.</li> <li>▪ Recognize appropriate professional</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language L 1 L 2 L 3 L 4 L 6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4 WHST.6-8.4.</p>

<p><b>Cell Phones in the Workplace</b></p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>▪ Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>▪ Adapt cell phone behavior and functions for professional uses.</li> <li>▪ Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	<p><b>Financial Literacy</b></p> <p>9-12a: Students will apply problem-solving strategies to assess the consequences of financial decisions.</p> <p><b>Career Ready Practices</b></p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language L1 L 3 L 4 L 6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4</p>
<p><b>Workplace Communication</b></p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify and use an appropriate professional tone in workplace communication.</li> <li>▪ Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>▪ Enable cooperative and productive group interactions.</li> <li>▪ Communicate to solve problems collaboratively and respectfully.</li> </ul>	<p><b>Financial Literacy</b></p> <p>9-12a: Students will apply problem-solving strategies to assess the consequences of financial decisions.</p> <p><b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>Speaking and Listening SL 1 SL 2 SL 3</p> <p>Language L 1 L 3 L 4 L 6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4</p>
<p><b>Workplace Writing</b></p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Use proper spelling, grammar, and punctuation in the workplace.</li> <li>▪ List best practices for effective business writing.</li> <li>▪ Use clear language and appropriate style for written communication in the workplace.</li> <li>▪ Identify important ideas and express them clearly and concisely in writing.</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>	<p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4 W5 W6</p> <p>Language L1 L 2 L 3 L 4 L 6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4</p>

## JA Career Speaker Series 6-8

Session Descriptions	Delaware Academic Content Standards	Common Core ELA
<p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests.</li> <li>▪ Recognize Career Clusters</li> <li>▪ Recall future high-demand occupations</li> </ul>	<p><b>Financial Literacy</b></p> <p>9-12a: Students will apply problem-solving strategies to assess the consequences of financial decisions.</p> <p><b>Career Ready Practices</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP12. Work productively in teams while using cultural global competence</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Practice active listening skills.</li> <li>▪ Equate job responsibilities with skills and interests</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p> <p>Social Studies Literacy</p> <p>RH.6-8.3 RH.6-8.4</p>
<p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Recognize Career Clusters</li> <li>▪ Compose a thank you letter summarizing their experience</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP12. Work productively in teams while using cultural global competence</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 2 W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p> <p>Social Studies Literacy</p> <p>RH.6-8.3 RH.6-8.4 WHST.6-8.4.</p>

## JA Excellence through Ethics

Session Descriptions	Delaware Academic Content Standards	Common Core ELA
<p><b>Day of the Visit</b></p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Define ethics, ethical dilemma, values, core values, and interdependence.</li> <li>▪ Articulate how one's core values affects one's choices.</li> <li>▪ Articulate and identify the steps necessary to make ethical decisions.</li> <li>▪ Recognize that individual ethics affect the greater community.</li> </ul>	<p><b>Social Studies</b></p> <p>C.3.6-8b: Students will understand that American citizenship includes responsibilities such as voting, jury duty, obeying the law, service in the armed forces when required, and public service. (Essential for Grade 8)</p> <p><b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2 SL 3 SL 4</p> <p>Writing W 4</p> <p>Language L 3 L 4 L 6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4 WHST.6-8.4.</p>
<p><b>Reflection Activity</b></p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p><b>Objectives:</b></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Apply key terms and concepts used in the volunteer-led activities.</li> <li>▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</li> <li>▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.</li> </ul>	<p><b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence</p>	<p>Speaking and Listening SL 1 SL 2 SL 3</p> <p>Language L 3 L 4 L 6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4</p>

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