



empowering young people to
own their economic success®

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

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[Business, Marketing, Information Technology, & Entrepreneurship](#)

[CTE: Family and Consumer Sciences](#)

[Financial Literacy](#)

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906

Overview

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

In this document, Junior Achievement programs are correlated to the Indiana Business, Marketing, Information Technology, & Entrepreneurship Standards; CTE: Family and Consumer Sciences; Financial Literacy, and middle school Social Studies standards, as well as English Language Arts (ELA) and Math. .

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

JA Middle Grades Programs

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

JA Global Marketplace[®] provides practical information about the global economy and its effect on students' lives.

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

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

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

JA Economics for Success

Session Descriptions	Key Learning Objectives	Indiana ELA	Indiana Math	Academic Standards	
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge ▪ Apply their skills, interests, and values to help determine a potential career path 	<p>Key Ideas and Textual Support RN.2.1-3 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	NA		<p>Career 13.1.8.A,B,F 13.2.8.B^{ELO}</p> <p>Business Grades 6–8 15.2.8.A-B</p>
<p>Session Two: Choose Your Success</p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal-setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	<p>Key Ideas and Textual Support RN.2.1-3 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Number System 6.NS.1</p> <p>Computation 6.C.2,3</p>	<p>Economics Grade 6 6.1.6.D 6.5.6.D</p> <p>Grade 7 6.1.7.D 6.5.7.A,D</p> <p>Grade 8 6.1.8.D 6.5.8.A,D</p>	<p>Career Grade 8 13.1.8.D,E,F 13.3.8.A^{ELO}</p> <p>Financial Literacy FLE.2.1</p>
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers ▪ Define the term income and differentiate between gross and net income ▪ Name ways to balance a budget 	<p>Key Ideas and Textual Support RN.2.1-3 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Number System 6.NS.1</p> <p>Computation 6.C.2,3 7.C.8 8.C.1</p>	<p>Economics Grade 6 6.1.6.C</p> <p>Grade 7 6.1.7.C 6.5.7.A</p> <p>Grade 8 6.1.8.C 6.5.8.A</p> <p>Consumer Sciences 11.1.6.B,F</p>	<p>Career Grade 8 13.3.8.D</p> <p>Business Grades 6–8 15.1.8.L 15.1.8.M</p> <p>Financial Literacy FLE.1.1 FLE.1.4 FLE.3.1</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	Indiana ELA	Indiana Math	Academic Standards	
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the differences between debit and credit cards ▪ Explain the advantages and disadvantages of both cards ▪ Recognize the importance of taking personal responsibility for financial decisions 	<p>Key Ideas and Textual Support RN.2.1-3 RN.3.1 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Computation 6.C.2,3 7.C.8 8.C.1</p>	<p>Economics Grade 6 6.1.6.A-C</p> <p>Grade 7 6.1.7.A-C</p> <p>Grade 8 6.1.8.A-C</p> <p>Consumer Sciences 11.1.6.B,F</p>	<p>Business Grades 6–8 15.6.8.H</p> <p>Economics 6.1.6-8. B</p> <p>Financial Literacy FLE.3.4</p>
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score ▪ Explain actions that cause a credit score to go up or down 	<p>Key Ideas and Textual Support RN.4.2</p> <p>Vocabulary Building RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Number System 6.NS.1</p> <p>Computation 6.C.2,3 7.C.8</p>		<p>Business Grades 6–8 15.1.8.Q 15.6.8.K-L</p> <p>Financial Literacy FLE.4.2 FLE.4.3</p>
<p>Session Six: What’s the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk ▪ Explain how insurance provides a method to minimize financial risk ▪ Identify the opportunity cost of having insurance ▪ Assess how personal responsibility plays a part in minimizing risk 	<p>Vocabulary Building RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>		<p>Economics Grade 6 6.1.6.C 6.5.6.D</p> <p>Grade 7 6.1.7.C 6.5.7.D</p> <p>Grade 8 6.1.8.C 6.5.8.D</p>	<p>Business Grades 6–8 15.6.8.N</p> <p>Financial Literacy FLE.5.1 FLE.5.2</p>

JA Global Marketplace

Session Descriptions	Key Learning Objectives	Indiana ELA	Indiana Math	Academic Standards	
<p>Session One: “X” Marks the Spot</p> <p>Working in groups to identify import items found throughout the classroom, students recognize that trade with other countries affects their daily lives. Students understand that international trade occurs when nations want or need resources or services from other countries because they themselves cannot</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define trade ▪ Explain why countries trade with one another ▪ List at least five products or items imported from other countries and locate those on a world wall map 	<p>Key Ideas and Textual Support RN.2.1-3 RN.3.1 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	NA	<p>Economics Grade 6 6.1.6.B,D 6.2.6.B,D 6.3.6.B,D 6.4.6.B</p> <p>Geography Grade 6 7.1.6.A,B 7.2.6.A 7.3.6.A</p>	<p>Business Grades 6- 8 15.3.8.A,F,G 15.3.8.I,X 15.7.8.A,G</p>
<p>Session Two: You Be the Judge</p> <p>Students will learn that nations use several methods to increase their trade benefits. Agreements with one or more countries often are made to facilitate trade and avoid conflict.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify quotas, tariffs, subsidies, embargoes, and standards as trade barriers governments use to control trade and increase benefits for their countries ▪ Describe how multilateral agreements can facilitate trade ▪ Describe how the world trade organization (WTO) functions as a court to help nations 	<p>Key Ideas and Textual Support RN.2.1,3 RN.3.1 RN.4.1</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Writing W.3.1-3</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	NA	<p>Economics Grade 6 6.3.6.B,D 6.4.6.B 6.4.6.C</p> <p>Geography Grade 6 7.1.6.A-B 7.2.6.A 7.3.6.A</p>	<p>Business Grades 6- 8 15.3.8.A,F,G 15.3.8.I,X 15.7.8.A,B,C,D 15.7.8.E,K,M</p> <p>Civics Grade 8 5.4.8.A-B</p>
<p>Session Three: Let's Make a Deal</p> <p>Students work in groups to identify and understand the business practices used in other countries. Students discover that business practices vary from country to country and that understanding these practices can have a positive impact on trade.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain how cultural practices vary from country to country ▪ Develop group plans to create a food franchise by learning about the business practices of select countries 	<p>Key Ideas and Textual Support RN.2.1,3 RN.3.1</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Writing W.3.1-3</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	NA	<p>Economics Grade 6 6.2.6.E 6.4.6.A-B 6.4.6.C-D 6.5.6.A</p> <p>Geography Grade 6 7.1.6.A-B 7.2.6.A 7.3.6.A</p>	<p>Business Grades 6–8 15.3.8.A,F,G 15.3.8.I,X 15.7.8.A,C,H,J</p>

JA Global Marketplace

Session Description	Key Learning Objectives	Indiana ELA	Indiana Math	Academic Standards	
<p>Session Four: People Power</p> <p>Students discover how the movement of people facilitates international trade. They discuss examples of immigration and, through creative activities, gain insight into the lives of immigrants. They learn that economic opportunity often is the driving force behind immigration and global trade.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe reasons why people move from one country to another, particularly those seeking economic opportunity ▪ Give examples of contributions immigrants bring to the new countries and the hardships they often endure ▪ Identify global trade and immigration as a means of international exchange of human resources 	<p>Key Ideas and Textual Support RN.2.1,3 RN.3.1 RN.4.1</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Writing W.3.1-3</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	NA	<p>Economics Grade 6 6.1.6.B-D 6.2.6.A-B 6.3.6.D 6.4.6.B,D</p> <p>Geography Grade 6 7.1.6.A-B 7.2.6.A 7.3.6.A</p>	<p>Career Grade 8 13.1.8.E 13.3.8.F</p> <p>Business Grades 6–8 15.3.8.A,F,G 15.3.8.I,X 15.7.8.A,H</p>
<p>Session Five: World of Words</p> <p>Students discover how advances in communication and transportation have improved productivity and facilitated world trade. From moveable type to the Internet, students trace the international flow of information and its impact on world economies.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe how improvements in technology and transportation and the sharing of ideas have impacted the flow of information and increased productivity ▪ Calculate productivity ▪ List examples of technological developments throughout history 	<p>Key Ideas and Textual Support RN.2.1,3 RN.3.1</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Number Sense 7.C.8</p>	<p>Economics Grade 6 6.4.6.B,D 6.5.6.A-B</p> <p>History Grade 6 8.1.6.A 8.3.6.A 8.4.6.A,C,D</p>	<p>Business Grades 6–8 15.3.8.A,F,G 15.3.8.I,X 15.7.8.A</p>
<p>Session Six: World of Money</p> <p>To participate in international trade, businesses and individuals must be able to purchase goods and services from each other. Students will learn that countries have different currencies with different values. To purchase goods from another country, it usually is necessary to use that country's currency.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain why international trade requires an exchange of currency ▪ Convert U.S. dollars into another currency using an exchange rate ▪ Give possible reasons that countries might support or oppose a common currency 	<p>Key Ideas and Textual Support RN.2.1,3 RN.3.1 RN.4.1</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>	<p>Number Sense 7.C.8</p> <p>Computation 7.C.5</p>	<p>Economics Grade 6 6.3.6.D 6.4.6.B,D</p>	<p>Business Grades 6–8 15.3.8.A,F,G 15.3.8.I,X 15.7.8.A,C</p>

JA Global Marketplace Blended Model

Session Details	Indiana Social Studies	Indiana English/Language Arts
<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 ▪ Identify the stakeholders of a business. ▪ Define ethics and ethical dilemma (Deeper Look) ▪ Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look) 	<p>Grade 6 6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. 6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.</p> <p>Grade 7 7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.</p> <p>Grade 8 8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p>	<p>Key Ideas and Textual Support RN.2.1-3 RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers' needs and make a profit in different countries. 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>Grade 6 6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.</p> <p>Grade 7 7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</p>	<p>Key Ideas and Textual Support RN.4.2</p> <p>Vocabulary Building RV.1 RV.2.1-3 RV.3.2-3</p> <p>Writing W.5</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1 SL.4.1</p>

JA Global Marketplace Blended Model

Session Details	Indiana Social Studies	Indiana ELA
<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>Grade 6 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.</p> <p>Grade 7 7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific. 7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.</p> <p>Grade 8 8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.1 RV.2.1-2 RV.3.2</p> <p>Writing W.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1 SL.4.1</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>Grade 6 6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas. 6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p> <p>Grade 7 7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.</p> <p>Grade 8 8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.</p>	<p>Key Ideas and Textual Support RN.2.1-3</p> <p>Vocabulary Building RV.1 RV.2.1-2 RV.3.2</p> <p>Writing W.5</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>

JA Global Marketplace Blended

Session Details	Indiana Social Studies	Indiana ELA
<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>Grade 7 Grade 7 7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.</p> <p>Grade 8 Grade 8 8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.1 RV.2.1-2 RV.3.2</p> <p>Writing W.3.2</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1 SL.4.1</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>Grade 6 6.4.3 Explain why international trade requires a system for exchanging currency between various countries.</p> <p>Grade 7 7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.</p> <p>Grade 8 8.4.6 Trace the development of different kinds of money used in the United States.</p>	<p>Vocabulary Building RV.1 RV.2.1-2 RV.3.2</p> <p>Writing W.5</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages ▪ Express specific steps that would need to be taken to obtain work in another country ▪ Recognize the value of a second language for future job opportunities 	<p>Grade 6 6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p> <p>Grade 8 8.4.10 Compare and contrast job skills needed in different time periods in United States history.</p>	<p>Key Ideas and Textual Support RN.2.1-3</p> <p>Vocabulary Building RV.1 RV.2.1-2 RV.3.2</p> <p>Writing W.5</p> <p>Discussion and Collaboration SL.1 SL.2.1-5 SL.3.1</p>

JA It's My Business! Blended Model

Session Details	Academic Standards	Indiana ELA Grades 6-8
<p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship ▪ Describe the relationship between a business and its products and service ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves 	<p>Exploring College and Careers ECC.1.2 Describe personal aptitudes, interests, and skills ECC.4.1 Identify skills needed for career choices and match to personal abilities and interest. ECC.4.2 Explain the impact of selected careers on lifestyle goals.</p> <p>Business and Information Technology MLB.18.1 Define entrepreneurship and examine its history in the US MLB.18.2 Identify the personal traits/behaviors of a successful entrepreneur.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define market and need ▪ Explain the importance of identifying market and need when developing new product or service ideas 	<p>Exploring College and Careers ECC.3.1 Demonstrate components of critical and creative thinking.</p> <p>Business and Information Technology MLB.16.2 Practice and exhibit active listening techniques. MLB.17.1 Define marketing and its impact on society. MLB.17.7 Define potential target markets for a specific product or service. MLB.18.6 Recognize the influence of demographics and the economy on entrepreneurial ventures.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p>
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation, and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea 	<p>Exploring College and Careers ECC.3.2 Apply decision-making processes.</p> <p>Business and Information Technology MLB.16.4 Demonstrate the concepts of collaboration with peers as they relate to successful communication both personally and professionally. MLB.17.8 Design a new product or service, or find a way to improve an existing product or service, to meet customer wants.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p>

JA It's My Business! Blended Model

Session Details	Academic Standards	Indiana ELA Grades 6-8
<p>Session Four: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process ▪ Describe multiple types of survey questions 	<p>Exploring College and Careers ECC.3.2 Apply decision-making processes. ECC.5.2 Demonstrate personal skills needed to succeed in school, life and career.</p> <p>Business and Information Technology MLB.16.3 Differentiate between types of internal and external communications and how they should be designed and distributed. MLB.17.5 Identify how customers' input and feedback can influence a business's marketing strategy. MLB.17.7 Define potential target markets for a specific product or service.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>The Writing Process W.4</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p>
<p>Session Five: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Represent a product idea and its features by using rough sketches and drawings ▪ Recognize sketches as an important first step in the prototype process 	<p>Exploring College and Careers ECC.3.2 Apply decision-making processes.</p> <p>Business and Information Technology MLB.17.8 Design a new product or service, or find a way to improve an existing product or service, to meet customer wants.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p>
<p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements that make a strong pitch presentation ▪ Work together to create and deliver a product pitch for potential funding 	<p>Exploring College and Careers ECC.3.2 Apply decision-making processes. 5.2 Demonstrate personal skills needed to succeed in school, life and career.</p> <p>Business and Information Technology MLB.16.5 Display appropriate and professional techniques in public speaking as well as in written and nonverbal communications. MLB.16.6 Create, format, edit, store, and distribute academic, professional, and personal documents for the appropriate audience, purpose, and situation.</p>	<p>Key Ideas and Textual Support RN.2.1-2 RN.4.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Writing Genres W.3.1-2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p> <p>Presentation of Knowledge and ideas SL.4.1-3</p>

JA It's My Future Blended Model

Session Details	Academic Standards	Indiana ELA Grades 6-8
<p>Session One: My Brand</p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career ▪ Design a logo that expresses their personal brand 	<p>Business and Information Technology MLB-6.2 Explore and describe personal aptitudes, interests, and skills through the use of personal assessments. MLB 9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently.</p> <p>Exploring College and Careers ECC.1.2 Describe personal aptitudes, interests, and skills.</p>	<p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</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>Business and Information Technology MLB-2.1 Use hardware devices and software applications to enhance learning. MLB 7.1 Locate, understand and use career information and resources to set short and long term goals for career decisions. MLB 7.3 Describe the various careers in each of the Career Clusters.</p> <p>Exploring College and Careers ECC.2.2 Locate, understand and use career information and resources. ECC.2.4 Describe the types of careers in each of the 16 Career Clusters.</p> <p>Financial Literacy FLE.2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income. FLE.2.2 Identify sources of personal income.</p>	<p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p>
<p>Session Three: High-Growth Careers</p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high-growth rates ▪ Consider a variety of factors when selecting a career 	<p>Business and Information Technology MLB-4.1 Identify various types of online resources and their intended function. MLB 7.2 Identify economic, global, technology, and social trends in the workplace and labor Market.</p> <p>Exploring College and Careers ECC.2.3 Identify workplace and market trends. ECC.4.1 Identify skills needed for career choices and match to personal abilities and interest.</p> <p>Financial Literacy FLE.2.2 Identify sources of personal income.</p>	<p>Key Ideas and Textual Support RN.2.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p>

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Session Details	Academic Standards	Common Core ELA
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to explore further ▪ Plan significant milestones they need to reach to earn a particular job 	<p>Business and Information Technology</p> <p>MLB 8.1 Demonstrate components of critical and creative thinking when putting life choices and careers through the decision--making process</p> <p>MLB 8.2 Identify choices, options and consequences of life and career decisions.</p> <p>Exploring College and Careers</p> <p>ECC.3.3 Identify choices, options and consequences of life and career decisions.</p> <p>ECC.5.3 Demonstrate appreciation of diversity in school, life and career settings.</p> <p>ECC.6.1 Create the basic components of a personal portfolio.</p> <p>ECC.6.2 Demonstrate school, life and career self--management skills related to responsibility and work ethic.</p>	<p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Media Literacy 7.ML.2.1-2</p>
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basics of looking for, and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. 	<p>Business and Information Technology</p> <p>MLB 8.3 Identify skills needed for career choices and match to personal abilities and interest.</p> <p>Exploring College and Careers</p> <p>ECC.6.1 Create the basic components of a personal portfolio.</p> <p>ECC. 6.4 Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.</p>	<p>Key Ideas and Textual Support RN.2.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define and differentiate between technical skills and soft skills ▪ Identify specific soft skills they already possess and those they need to improve 	<p>Business and Information Technology</p> <p>MLB 9.1 Demonstrate habits of mind such as taking responsible risks, thinking and communicating with clarity and precision, questioning and posing problems, and thinking independently</p> <p>MLB 9.2 Demonstrate personal and basic employability skills such as attendance, integrity, meeting deadlines, and dependability.</p> <p>Exploring College and Careers</p> <p>ECC.5.2 Demonstrate personal skills that are needed to succeed in school, life and career.</p> <p>ECC.6.2 Demonstrate school, life and career self-management skills related to responsibility and work ethic.</p>	<p>Key Ideas and Textual Support RN.2.1-2</p> <p>Vocabulary Building RV.2.1,5 RV.3.2</p> <p>Discussion and Collaboration SL.2.1-5 SL.3.1-2</p> <p>Presentation of Knowledge and ideas SL.4.1-31</p>

