



empowering young people to
own their economic success®

**A Correlation:
CONNECTICUT
Academic Standards and
Junior Achievement
Middle School Programs**

Updated July 2021
[Connecticut Social Studies Standards](#)
[Connecticut Career and Technical Education](#)
Common Core State Standards Included

Junior Achievement USA®
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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. 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.

In this document, Junior Achievement programs are correlated to the Connecticut Social Studies Standards and the Connecticut standards for Career and Technical Education Personal Finance and Work Education, as well as the Common Core State Standards in English/ Language Arts and mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

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](#)[®] 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 Inspire](#)[™] 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)

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

[JA Career Speakers Series](#)[™] In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-12)

[JA Excellence through Ethics](#)[™] 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)

[JA It's My Job](#)[™] (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. (Grades 6-12)

JA Economics for Success

Session Descriptions	Connecticut Academic Standards	Financial Literacy and Cooperative Work Education Standards	Common Core ELA	Common Core Math
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge 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 	NA	<p>Personal Finance</p> <p>A.1. Define and give examples of economic wants and needs.</p> <p>Cooperative Work Education</p> <p>A. Career Readiness: Assess and identify career interests, aptitudes, and options in developing a career plan.</p> <p>2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</p>	<p>Grade 6 RI.6.2,4,7 SL.6.1-2 L.6.1,3,4</p> <p>Grade 7 RI.7.2,4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.2,4 SL.8.1 L.8.1,3,4</p>	
<p>Session Two: Be a 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 	NA	<p>Personal Finance</p> <p>A.3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.</p> <p>Cooperative Work Education</p> <p>A.1. Describe attitudes and ethics important to career success.</p>	<p>Grade 6 RI.6.4 SL.6.1,2 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1,2 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.3 6.NS.C.5</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 	ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	<p>Personal Finance</p> <p>3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.</p> <p>C. 7. Construct and use a personal budget plan and evaluate it according to short- and long-term goals.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</p>

JA Economics for Success

Session Descriptions	Connecticut Academic Standards	Financial Literacy and Cooperative Work Education Standards	Common Core ELA	Common Core Math
<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>ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society</p>	<p>Personal Finance</p> <p>E. Buying Goods and Services: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.</p> <p>F.18. Differentiate among types of electronic monetary transactions offered by various financial institutions. 19. Evaluate products and services and related costs associated with financial institutions in terms of personal banking needs.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</p> <p>Grade 7 7.RP.A.3</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>ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society. ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p>	<p>Personal Finance</p> <p>G. 21. Describe the risks and responsibilities associated with using credit.</p> <p>22. Identify and explain methods of establishing and maintaining a good credit rating.</p> <p>23. Explain credit ratings and credit reports and describe why they are important to consumers.</p>	<p>Grade 6 RI.6.4,7 SL.6.1 L.6.1,3,4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1,3,4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1,3,4</p>	<p>Grade 6 6.NS.B.3 6.NS.C.5</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>ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society</p>	<p>Personal Finance</p> <p>H. 25. Identify risk in life and how to gain protection against the consequences of risk.</p> <p>H.26. Identify the type of insurance associated with different types of risk such as automobile, personal and professional liability, home and apartment, health, life, long-term care, and disability.</p>	<p>Grade 6 SL.6.1 L.6.1,3,4</p> <p>Grade 7 SL.7.1 L.7.1,3,4</p> <p>Grade 8 SL.8.1 L.8.1,3,4</p>	

JA Global Marketplace

Session Details	Connecticut Social Studies Standards	CTE Academic Standards	Common Core
<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.</p> <p>Objectives:</p> <p>The students will:</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>Grade 6-7 GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices. ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>Grade 8 ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy. GEO 8.3 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p>	<p>Cooperative Work Education</p> <p>D. 20. Describe and use communication, mathematical, and technical skills to solve problems.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Grades 6-7 ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society. GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p> <p>Grade 8 GEO 8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. GEO 8.3 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p>	<p>Cooperative Work Education</p> <p>A.1. Describe attitudes and ethics important to career success.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA Global Marketplace

Session Details	Connecticut Social Studies Standards	CTE Academic Standards	Common Core
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade 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:</p> <p>The students will:</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 6-7</p> <p>GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p> <p>ECO 6–7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>Grade 8</p> <p>GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p> <p>GEO 8.2 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p>	<p>Cooperative Work Education</p> <p>D. 20. Describe and use communication, mathematical, and technical skills to solve problems.</p>	<p>Grade 6</p> <p>RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>

JA Global Marketplace

Session Details	Connecticut Social Studies Standards	CTE Academic Standards	Common Core
<p>Session Four: Why Countries Specialize</p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all 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 6-7</p> <p>GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</p> <p>GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p> <p>ECO 6–7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>Grade 8</p> <p>ECO 8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>GEO 8.4 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p> <p>A. 1. Define and give examples of economic wants and needs.</p>	<p>Cooperative Work Education</p> <p>D. 20. Describe and use communication, mathematical, and technical skills to solve problems</p>	<p>ELA</p> <p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p>MATH 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p>Mathematical Practices 1-2 4-7</p>
<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:</p> <p>The students will:</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>ECO 6–7.6 Explain barriers to trade and how those barriers influence trade among nations. ECO 6–7.7 /8.6 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>	<p>Cooperative Work Education</p> <p>D. 20. Describe and use communication, mathematical, and technical skills to solve problems.</p>	<p>ELA</p> <p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7. 4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>

JA Global Marketplace

Session Details	Connecticut Social Studies Standards	CTE Academic Standards	Common Core
<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:</p> <p>The students will:</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>Dimension 4 Grade 6-8</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>Cooperative Work Education</p> <p>D. 20. Describe and use communication, mathematical, and technical skills to solve problems.</p>	<p>ELA</p> <p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</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:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe how businesses can 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>Dimension 2 Grade 6-7</p> <p>CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</p> <p>Grade 8</p> <p>ECO 8.6 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p> <p>GEO 8.3 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices..</p>	<p>Cooperative Work Education</p> <p>A. 3. Identify the various research tools available in the career exploration process such as computer-assisted programs, social media sites, industry tours, job shadows, career fairs, and the Internet.</p> <p>A. 5. Identify skills necessary for employment in the global workforce.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

JA It's My Business!

Session Details	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<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:</p> <p>The students will:</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>ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p>Cooperative Work Education</p> <p>A1. Describe attitudes and ethics important to career success.</p> <p>A2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</p> <p>E. 27. Describe the concepts of entrepreneurship.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1-5</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:</p> <p>The students will:</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>ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p>Cooperative Work Education</p> <p>E.27. Describe the concepts of entrepreneurship.</p> <p>28. Compare and contrast the advantages and disadvantages of the various types of business ownership.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

JA It's My Business!

Session Details	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<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:</p> <p>The students will:</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>ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p>Cooperative Work Education</p> <p>E. 29. Explain economic principles affecting business cycles and the workforce.</p>	<p>Grade 6</p> <p>RI.6.1 RI. 6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<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:</p> <p>The students will:</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>NA</p>	<p>Cooperative Work Education</p> <p>E. 29. Explain economic principles affecting business cycles and the workforce.</p> <p>C 14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance.</p> <p>15. Define effective communication, team-building, and leadership skills.</p>	<p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI. 8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

JA It's My Business!

Session Details	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<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:</p> <p>The students will:</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>NA</p>	<p>Cooperative Work Education</p> <p>E. 29. Explain economic principles affecting business cycles and the workforce.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 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 will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives:</p> <p>The students will:</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>ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>ECO 8.2 Describe the role of competition in the determination of prices and wages in a market economy</p> <p>ECO 8.3 Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p>Cooperative Work Education</p> <p>B. 9. Describe the elements of effective oral and written communication skills necessary for employment.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

JA It's My Future

Session Details	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<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:</p> <p>The students will:</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 	NA	<p>Cooperative Work Education</p> <p>A1. Describe attitudes and ethics important to career success.</p> <p>A8. Identify ways to develop and maintain professional relationships to enhance career success</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</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:</p> <p>The students will:</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 	ECO 6–7.1/8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	<p>Cooperative Work Education</p> <p>A. 2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</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:</p> <p>The students will:</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 	NA	NA	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>

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<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:</p> <p>The students will:</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>NA</p>	<p>Cooperative Work Education</p> <p>A8. Identify ways to develop and maintain professional relationships to enhance career success.</p> <p>B9. Describe the elements of effective oral and written communication skills necessary for employment.</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</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:</p> <p>The students will:</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>NA</p>	<p>Cooperative Work Education</p> <p>B10. Identify the resources necessary to conduct a job search.</p> <p>A 7. Analyze the steps in a job search, including the cover letter, resume, application, and participating in the interview process</p> <p>A 8. Identify ways to develop and maintain professional relationships to enhance career success</p> <p>B11. Use an established network of professionals and social media connections to assist in a job search.</p> <p>B12. Describe employability skills, including job search, job selection, and interviewing.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI. 7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>

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Session Details	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<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:</p> <p>The students will:</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>NA</p>	<p>Cooperative Work Education</p> <p>C14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance.</p> <p>C15. Define effective communication, team-building, and leadership skills.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

JA Career Exploration Fair

Session Descriptions	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	NA	<p>Cooperative Work Education</p> <p>C 14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance.</p> <p>C 15. Define effective communication, team-building, and leadership skills.</p>	<p>Reading for Informational Text</p> <p>RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>The Day of the Fair</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Complete one pre-fair activity (teacher-led) (optional). ▪ Express how jobs require specific interests and skills. ▪ Complete one post-fair activity (teacher-led) (optional). ▪ Complete a student evaluation, if requested. 	ECO 8.2 Describe the role of competition in the determination of prices and wages in a market economy.	<p>Cooperative Work Education</p> <p>A 1. Describe attitudes and ethics important to career success.</p> <p>A 2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</p> <p>B 8. Identify ways to develop and maintain professional relationships to enhance career success.</p> <p>B9. Describe the elements of effective oral and written communication skills necessary for employment.</p>	<p>Reading for Informational Text</p> <p>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>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify a future career goal. ▪ Create a personal action plan. 	NA	<p>Cooperative Work Education</p> <p>A 3. Identify the various research tools available in the career exploration process such as computer-assisted programs, social media sites, industry tours, job shadows, career fairs, and the Internet.</p>	<p>Reading for Informational Text</p> <p>RI 2 RI 4 RI 5 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>

JA Career Speaker Series

Session Descriptions	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	NA	<p>Cooperative Work Education</p> <p>C 14. Describe personal qualities and self-management skills necessary for workplace success such as time management, organization, punctuality, and attendance.</p> <p>C 15. Define effective communication, team-building, and leadership skills.</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>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	ECO 8.2 Describe the role of competition in the determination of prices and wages in a market economy.	<p>Cooperative Work Education</p> <p>A 1. Describe attitudes and ethics important to career success.</p> <p>A 2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</p> <p>B 8. Identify ways to develop and maintain professional relationships to enhance career success.</p> <p>B9. Describe the elements of effective oral and written communication skills necessary for employment.</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>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	NA	<p>Cooperative Work Education</p> <p>A 3. Identify the various research tools available in the career exploration process such as computer-assisted programs, social media sites, industry tours, job shadows, career fairs, and the Internet.</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>

JA Excellence through Ethics

Session Descriptions	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<p>Day of the Visit</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define ethics, ethical dilemma, values, core values, and interdependence. ▪ Articulate how one's core values affects one's choices. ▪ Articulate and identify the steps necessary to make ethical decisions. ▪ Recognize that individual ethics affect the greater community. 	<p>INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>HIST 8.1 Analyze connections among events and developments in historical contexts.</p> <p>HIST 8.9 Explain multiple causes and effects of events and developments in the past.</p>	<p>Personal Finance</p> <p>A.2. Analyze the effects of ethics on business and financial management decisions.</p> <p>A 3. Differentiate between types of decisions and identify which types should be used in a formal decision-making process.</p> <p>Cooperative Work Education</p> <p>1. Describe attitudes and ethics important to career success.</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 SL 3 SL 4</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Reflection Activity</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Apply key terms and concepts used in the volunteer-led activities. ▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. 	<p>INQ 6.8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>Personal Finance</p> <p>A.2. Analyze the effects of ethics on business and financial management decisions.</p> <p>Cooperative Work Education</p> <p>A 1 Describe attitudes and ethics important to career success.</p> <p>D 24. Analyze the ethical issues surrounding access, privacy, and confidentiality of information in emerging technologies.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 3</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Inspire

Session Descriptions	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<p>Session One: Career Planning Starts with You</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters that match their skills and interests. ▪ Assess their soft skills and identify need for improvement. ▪ Identify industries and jobs that offer opportunities. 	<p>NA</p>	<p>Cooperative Work Education</p> <p>A 1. Describe attitudes and ethics important to career success.</p> <p>A 2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</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>Language</p> <p>L 3 L 4 L 6</p>
<p>Session Two: Making the Most of JA Inspire</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify companies that they want to learn more about at the JA Inspire event. Three is a good number. ▪ Prepare questions that they want to ask and practice asking them. ▪ 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. ▪ Express their expectations of the upcoming event. 	<p>INQ 6.8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>Cooperative Work Education</p> <p>A 8. Identify ways to develop and maintain professional relationships to enhance career success</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7 W 8</p> <p>Language</p> <p>L 3 L 4 L 6</p>

JA Inspire

Session Descriptions	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<p>Session Three: JA Inspire Event</p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Make connections with adults who have jobs in careers that interest them. ▪ See the connection between high school programming choices and careers. ▪ Collect information about the education required to be successful in a job. ▪ Practice soft skills. 	<p>ECO 8.2 Describe the role of competition in the determination of prices and wages in a market economy</p>	<p>Cooperative Work Education</p> <p>A 1. Describe attitudes and ethics important to career success.</p> <p>A 2. Determine personal strengths, talents, values, and interests related to various jobs and careers in order to maximize career potential.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>
<p>Session Four: Debrief and Next Steps</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event. ▪ Identify next steps, including exploration of high school coursework and other research. ▪ Understand relevant business communication practices. 		<p>Cooperative Work Education</p> <p>D 23. Define methods for goal-setting and achieving clearly-defined goals.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 3 W 4 W 5</p> <p>Language L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of manners as an element of professionalism. ▪ Identify language and style appropriate for the workplace. 	NA	<p>Cooperative Work Education</p> <p>A1 1. Describe attitudes and ethics important to career success.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>
<p>Applications and Resumes</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify information necessary for a job application. ▪ Recognize key features and formatting of resumes. ▪ Use appropriate language for a resume. 	NA	<p>Cooperative Work Education</p> <p>A 6. Describe the purpose of a resume and cover letter.</p> <p>B 10. Identify the resources necessary to conduct a job search.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<p>Interviewing for a Job</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify appropriate content for a personal brag sheet ▪ Adapt personal information to interview situations. ▪ Develop answers to common interview questions. ▪ Recognize appropriate professional dress and demeanor for a job interview. 	NA	<p>Cooperative Work Education</p> <p>A 7. Analyze the steps in a job search, including the cover letter, resume, application, and participating in the interview process 8. Identify ways to develop and maintain professional relationships to enhance career success.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>
<p>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. ▪ Identify the effects of inappropriate usage of cell phones in the workplace. ▪ Adapt cell phone behavior and functions for professional uses. ▪ Recognize and apply appropriate texting style for communicating in the workplace. 	NA	<p>Cooperative Work Education</p> <p>A 8. Identify ways to develop and maintain professional relationships to enhance career success.</p> <p>9. Describe the elements of effective oral and written communication skills necessary for employment.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 1 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Connecticut Social Studies Standards	CTE Academic Standards	Common Core ELA
<p>Workplace Communication</p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify and use an appropriate professional tone in workplace communication. ▪ Identify appropriate and inappropriate subjects for workplace discussion. ▪ Enable cooperative and productive group interactions. ▪ Communicate to solve problems collaboratively and respectfully. 	NA	<p>Cooperative Work Education</p> <p>B 9. Describe the elements of effective oral and written communication skills necessary for employment.</p> <p>C 15. Define effective communication, team-building, and leadership skills.</p> <p>D 20. Describe and use communication, mathematical, and technical skills to solve problems.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L 1 L 3 L 4 L 6</p>
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Use proper spelling, grammar, and punctuation in the workplace. ▪ List best practices for effective business writing. ▪ Use clear language and appropriate style for written communication in the workplace. ▪ Identify important ideas and express them clearly and concisely in writing. 	NA	<p>Cooperative Work Education</p> <p>B 9. Describe the elements of effective oral and written communication skills necessary for employment.</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4 W 5 W 6</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>