

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



Updated July 2022
Academic Standards
TEKS English Arts and Math

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 Texas Social Studies Standards 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 Company Program® Pop Up](#) teaches students how to plan, launch, and operate their own business venture within a structured, guided experience. Throughout the start-up process, students collaborate, make crucial business decisions, practice communication skills, and develop entrepreneurial knowledge and skills. (Grades 6-12)

[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 Economics for Success® Blended Model](#) introduces middle school students to initial work and career readiness and personal finance concepts through flexible facilitation materials and engaging interactive activities, games, and role plays that support learning objectives.

[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 Company Program Pop Up

Session Descriptions	Academic Standards	TEKS ELA 110.21	TEKS Math
<p>Session One: Pop-Up Warm-Up</p> <p>This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain what a pop-up business is and its intended purpose. ▪ Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements. ▪ Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture. 	<p>Middle School College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(C) use effective time-management and goal-setting strategies</p>	<p>1. A, B, D 2. A, B 3. 4. 5. B, C, E, F, G, H 6. A, B, C, F</p>	
<p>Session Two: Doing the Research</p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers' needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the elements of the profit equation and understand how to calculate profit. ▪ Explain what a target audience is. ▪ Recognize the importance of the customers' wants and needs related to the business's goals. ▪ Identify appropriate market research techniques to use when collecting information. 	<p>Social Studies – 7th Grade</p> <p>(12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</p> <p>(B) explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas</p>	<p>1. A, B, D 2. A, B 3. 4. 5. B, C, E, F, G, H 6. A, B, C, F 12. A, B, C, D, J</p>	<p>111.26 1. A, B, C, D 111.26.3. C, D</p> <p>111.27. 1. A, B, C, D 111.27.3. A 111.27.7 111.27.11. A 111.27.13. C</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards	TEKS ELA 110.21	TEKS Math
<p>Session Three: Defining the Pop-Up Structure</p> <p>During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze market research data to make planning decisions about the pop-up business to maximize sales. ▪ Describe the different roles and responsibilities necessary to organize and run a pop-up business. ▪ Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team. ▪ Draft a timeline of tasks and associated due dates needed to meet the company's goals. 	<p>Career Development- Investigating Careers</p> <p>(4) The student investigates labor market information. The student is expected to:</p> <p>(A) analyze national, state, regional, and local labor market information;</p> <p>(B) classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information;</p>	<p>1. A, B, D 2. A, B 3. 4. 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>111.26 1. A, B, C, D</p> <p>111.27. 1. A, B, C, D</p>
<p>Session Four: The Ps of Pop-Up</p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business. ▪ Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix. ▪ Design an optimal layout for a pop-up business that will maximize sales. 	<p>Career Development- Investigating Careers</p> <p>(4) The student investigates labor market information. The student is expected to:</p> <p>(A) analyze national, state, regional, and local labor market information;</p> <p>(B) classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information;</p>	<p>1. A, B, D 2. A, B 3. 4. 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>NA</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards	TEKS ELA 110.21	TEKS Math
<p>Session Five: Creating the Buzz</p> <p>This meeting focuses on selecting a price for the product or service, as well as promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will determine how to promote their business and will work on tasks for advertising.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal. ▪ Design promotional strategies and materials to attract interest in the pop-up business. 	<p>Social Studies – 7th grade</p> <p>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, [charts, timelines, and maps;]</p>	<p>1. A, B, D 2. A, B 3. 4. 5. B, C, E, F, G, H 6. A, B, C, F 10. A,B, C 11. B,</p>	<p>NA</p>
<p>Session Six: Open for Business!</p> <p>In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operating. Additionally, they review and finalize all logistics necessary to launch and open the store.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Select appropriate sales strategies to use while interacting with customers during pop-up store sales. ▪ Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals. ▪ Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule. 	<p>College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(B) use problem-solving models and critical-thinking skills to make informed decisions;</p> <p>(C) use effective time-management and goal-setting strategies;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>111.26 1. A. B, C, D 111.26.3. C, D 111.27. 1. A. B, C, D 111.27.13.A</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards	TEKS ELA 110.21	TEKS Math
<p>Session Seven: Pop-Up Wrap-Up</p> <p>This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business’s final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store’s proceeds to their charitable recipient and celebrate their accomplishments.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Complete the tasks to calculate final sales and profit and close out the business. ▪ Analyze final sales information and compare it to the pop-up business’s initial profit goal. ▪ Assess company and personal goals to determine successes and areas for improvement. 	<p>College and Career Readiness</p> <p>(5) The student demonstrates an understanding of financial management. The student is expected to:</p> <p>(B) simulate opening and maintaining different types of financial accounts;</p> <p>(C) simulate different methods of withdrawals and deposits;</p> <p>(D) reconcile financial statements, including fees and services;</p>	<p>1. A, B, D 2. A, B 3. 4. 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>111.26 1. A, B, C, D 111.26.3. C, D 111.27. 1. A, B, C, D 111.27.3. A 111.27.7 111.27.11. A 111.27.13. C</p>

JA Economics for Success

Session Descriptions	Academic Standards	TEKS ELA	TEKS 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>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>College and Career Readiness</p> <p>(4) The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:</p> <p>(B) use resources to compare and contrast salaries of at least three careers in the student's interest area.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>NA</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>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>College and Career Readiness</p> <p>(4) The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:</p> <p>(A) prepare a personal budget reflecting the student's desired lifestyle; and</p> <p>(B) use resources to compare and contrast salaries of at least three careers in the student's interest area.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>111.26. 1 A, B, C, D 111.26. 3 C, D</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>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>College and Career Readiness</p> <p>(4) The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:</p> <p>(A) prepare a personal budget reflecting the student's desired lifestyle;</p> <p>7th-grade Math</p> <p>(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p> <p>(B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget;</p>	<p>1. A, B, D 2. A, B 3. 4. 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>111.26. 1 A, B, C, D 111.26. 3 C, D 111.27. 1 A, B, C, D 111.27. 4. D 111.27.13. A, B, D 111.28.1 A, B, C, D 111.28.12. F</p>

JA Economics for Success

Session Descriptions	Academic Standards	TEKS ELA	TEKS 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>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>College and Career Readiness</p> <p>(5) The student demonstrates an understanding of financial management. The student is expected to:</p> <p>(E) compare and contrast forms of credit, including credit cards and debit cards;</p>	<p>1. A, B, D2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>111.26. 1 A, B, C, D 111.26. 3 C, D</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>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>6th-grade Social Studies</p> <p>19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p> <p>(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>111.26. 1 A, B, C, D 111.26. 3 C, D</p>

JA Economics for Success

Session Descriptions	Academic Standards	TEKS ELA	TEKS Math
<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>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>College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(B) use problem-solving models and critical-thinking skills to make informed decisions;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>	<p>NA</p>

JA Economics for Success Blended

Session Descriptions	Social Studies Academic Standards	Career Development College and Career Readiness Standards Math	TEKS ELA
<p>My Career Exploration</p> <p>Students explore the 16 career clusters and identify the clusters they find interesting. They learn that early career planning results in more choices and opportunities for success in a career that matches their interests, skills, and values.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the career clusters and their related careers. ▪ Apply values, skills, and interests to the career clusters. 	<p>NA</p>	<p>Investigating Careers</p> <p>(1) The student investigates one or more careers within the 16 career clusters. The student is expected to:</p> <p>(A) identify the various career opportunities within one or more career</p> <p>(B) research the certification or educational requirements for careers; and</p> <p>(C) describe the technical-skill requirements for careers.clusters; and</p> <p>(B) identify the pathways within one or more career clusters.</p> <p>(2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:</p> <p>(A) research the academic requirements for one or more of the careers in an identified cluster;</p>	<p>1. A, B, D 2. A, B 3. 4. 5. B, C, E, F, G, H 6. A, B, C, F</p>
<p>Getting to Know Me</p> <p>Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions. ▪ Discuss the importance of a personal brand statement. ▪ Recognize that self-knowledge is needed to work effectively with others. 	<p>6th, 7th, and 8th-grade Social Studies</p> <p>(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p>College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(B) use problem-solving models and critical-thinking skills to make informed decisions;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F 11. B</p>

JA Economics for Success Blended

Session Descriptions	Social Studies Academic Standards	Career Development College and Career Readiness Standards Math	TEKS ELA
<p>My Career Goals</p> <p>Students recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the connections between your choices and your education, personal finances, and career paths. ▪ Create short- and long-term goals. ▪ Identify character traits that can help you overcome obstacles. 	NA	<p>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(A) apply core academic skills to meet personal, academic, and career goals;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>
<p>My Transferable Skills</p> <p>Students recognize that skills they learn now will be useful in both their personal life and their future career. They learn about the digital skills needed to work remotely.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize appropriate skills for the workplace. ▪ Identify transferable skills and their importance. ▪ Recognize the importance of having digital skills and using professional digital tools and programs. 	NA	<p>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(A) apply core academic skills to meet personal, academic, and career goals;</p> <p>College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(A) use interpersonal skills to facilitate effective teamwork;</p> <p>(B) use problem-solving models and critical-thinking skills to make</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>

JA Economics for Success Blended

Session Descriptions	Social Studies Academic Standards	Career Development College and Career Readiness Standards Math	TEKS ELA
<p>My Income and Expenses</p> <p>Students explore the importance of earning enough income to pay for expenses, including savings and common deductions. Students learn how to read a paycheck stub and explore the Pay Yourself First strategy. They also practice solving income and expenses-related problems with positive solutions.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize that workers should not expect to keep all the money they earn. ▪ Recognize problem solving as a challenge and not an obstacle. ▪ Explore career-based solutions for income planning. ▪ Reflect on the personal impact of saving money. 	<p>6th and 7th-grade Social Studies</p> <p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	<p>College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(B) use problem-solving models and critical-thinking skills to make informed decisions;</p> <p>7th and 8th-grade Math</p> <p>(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to:</p> <p>(A) calculate the sales tax for a given purchase and calculate income tax for earned wages;</p> <p>(B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>
<p>Planning for My Future Income</p> <p>Students explore the role work plays in living independently. They gain financial knowledge about the costs of living on their own. They consider the role of career choices and the costs of goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR) ▪ Examine the true costs of goods and services. (FL) 	<p>6th and 7th-grade Social Studies</p> <p>(7) Economics. The student understands the various ways in which people organize economic systems.</p> <p>The student is expected to:</p> <p>(A) compare ways in which various societies organize the production and distribution of goods and services;</p>	<p>7th and 8th-grade Math</p> <p>(13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>

JA Economics for Success Blended

Session Descriptions	Social Studies Academic Standards	Career Development College and Career Readiness Standards Math	TEKS ELA
<p>Managing My Money Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define a budget and its importance. ▪ Express the need to say “no” to some short-term spending to save for more important items in the future and to plan for emergencies. ▪ Practice budgeting skills using income that can be earned while still in school. 	<p>6th and 7th-grade Social Studies (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	<p>7th and 8th-grade Math (13) Personal financial literacy. The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The student is expected to: (A) calculate the sales tax for a given purchase and calculate income tax for earned wages; (B) identify the components of a personal budget, including income; planned savings for college, retirement, and emergencies; taxes; and fixed and variable expenses, and calculate what percentage each category comprises of the total budget;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>
<p>Paying for My Wants and Needs Students learn to make better choices related to credit. They learn about different ways of paying for goods and services, and the advantages and drawbacks of each.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe ways to pay for everyday goods and services. ▪ Identify the differences between debit (paying now) and credit (paying in the future, plus interest). 	<p>6th and 7th-grade Social Studies (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	<p>College and Career Readiness (5) The student demonstrates an understanding of financial management. The student is expected to: (E) compare and contrast forms of credit, including credit cards and debit cards;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>

JA Economics for Success Blended

Session Descriptions	Social Studies Academic Standards	Career Development College and Career Readiness Standards Math	TEKS ELA
<p>My Credit and Spending Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain who looks at your credit report and why. ▪ Describe how financial decisions can improve a credit report. ▪ Identify spending habits that are financially responsible. 	<p>6th and 7th-grade Social Studies (19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	<p>College and Career Readiness (5) The student demonstrates an understanding of financial management. The student is expected to: (E) compare and contrast forms of credit, including credit cards and debit cards; (F) discuss the importance of credit scores; (G) discuss the impact of identity theft on credit; and (H) examine the effects of poor credit scores as they relate to personal finance and career opportunities.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>
<p>My Ride on the Financial Roller Coaster Students understand risk and methods for handling it. They make decisions about scenarios involving risk.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe examples of how to use personal responsibility to address risk. ▪ Recognize that insurance is a way to transfer the risk of loss. ▪ Identify the opportunity cost in different spending decisions. 	<p>NA</p>	<p>College and Career Readiness (3) The student evaluates skills for personal success. The student is expected to: (B) use problem-solving models and critical-thinking skills to make informed decisions;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>

JA Global Marketplace Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies College and Career Readiness	TEKS ELA	TEKS Math
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Identify what a business gains from an exchange with a customer. Identify what a customer gains from an exchange with a business. Define ethics and ethical dilemma (Deeper Look). Identify the stakeholders of a business. Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look). 	<p>6th-grade Social Studies</p> <p>(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:</p> <p>(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p>	<p>Grade 6</p> <p>110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>NA</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>6th-grade Social Studies</p> <p>(13) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(A) identify and describe common traits that define cultures and culture regions;</p> <p>(B) define a multicultural society;</p> <p>(C) analyze the experiences and contributions of diverse groups to multicultural societies;</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>NA</p>

JA Global Marketplace Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies College and Career Readiness	TEKS ELA	TEKS Math
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p>Objectives:</p> <p>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>6th-grade Social Studies</p> <p>(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:</p> <p>(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>111.26. 1 A, B, C, D</p> <p>111.26. 3 C, D</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:</p> <p>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>6th-grade Social Studies</p> <p>(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:</p> <p>(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p>	<p>Grade 6 110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>111.26. 1 A, B, C, D</p> <p>111.26. 3 C, D</p>

JA Global Marketplace Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies College and Career Readiness	TEKS ELA	TEKS Math
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives:</p> <p>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>6th-grade Social Studies</p> <p>(7) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</p> <p>(A) compare ways in which various societies organize the production and distribution of goods and services;</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>Grade 6</p> <p>111.26.1 111.26.3</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:</p> <p>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>6th-grade Social Studies</p> <p>(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:</p> <p>(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p>	<p>Grade 6</p> <p>110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>111.26. 1 A, B, C, D</p> <p>111.26. 3 C, D</p>

JA Global Marketplace Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies College and Career Readiness	TEKS ELA	TEKS Math
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives:</p> <p>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>Investigating Careers</p> <p>(6) The student develops skills for professional success. The student is expected to:</p> <p>(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;</p> <p>(B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>Grade 6</p> <p>111.26.1 111.26.3</p>

JA It's My Business! Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies College and Career Readiness	TEKS 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 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>6th-grade Social Studies</p> <p>(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:</p> <p>(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p>	<p>Grade 6</p> <p>110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</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 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>7th-grade Social Studies</p> <p>(12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</p> <p>(A) explain the impact of national and international markets on the production of goods and services [in Texas, including agriculture and oil and gas;]</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>

JA It's My Business! Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies College and Career Readiness	TEKS 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 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>College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(G) identify entrepreneurial opportunities within a field of personal interest.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>
<p>Session Four: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives:</p> <p>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>Investigating Careers</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(G) identify entrepreneurial opportunities within a field of personal interest.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>

JA It's My Business! Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies College and Career Readiness	TEKS ELA
<p>Session Five: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives:</p> <p>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>6th and 7th-grade Social Studies</p> <p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and</p>	<p>Grade 6</p> <p>110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</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 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>6th, 7th, 8th-grade Social Studies</p> <p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(C) create written, oral, and visual presentations of social studies information.</p>	<p>Grade 6</p> <p>110.22.1.C 110.22.2.A-B 110.22.6.H</p> <p>Grade 7</p> <p>110.23.1.C 110.23.2.A-B 110.23.6.H</p> <p>Grade 8</p> <p>110.24.1.C 110.24.2.A 110.24.6.H</p>

JA It's My Future Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies Career Development	TEKS ELA	TEKS Math
<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 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>6th, 7th, and 8th-grade Social Studies</p> <p>(21) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>Grade 6</p> <p>110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>NA</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 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>Investigating Careers</p> <p>(1) The student investigates one or more careers within the 16 career clusters. The student is expected to:</p> <p>(A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.</p> <p>(2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:</p> <p>(A) research the academic requirements for one or more of the careers in an identified cluster;</p> <p>(B) research the certification or educational requirements for careers; and</p> <p>(C) describe the technical-skill requirements for careers.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>Grade 6</p> <p>111.18.14.H</p>

JA It's My Future Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies Career Development	TEKS ELA	TEKS Math
<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 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>Investigating Careers</p> <p>(1) The student investigates one or more careers within the 16 career clusters. The student is expected to:</p> <p>(A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.</p> <p>(2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:</p> <p>(A) research the academic requirements for one or more of the careers in an identified cluster;</p> <p>(B) research the certification or educational requirements for careers; and</p> <p>(C) describe the technical-skill requirements for careers.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>Grade 6</p> <p>111.18.14.H</p> <p>Grade 8</p> <p>111.20.12.F</p>
<p>Session Four: Career Mapping</p> <p>Students see how early experiences can build transferable skills that contribute to future job success. They look at the lives of celebrities, focusing on the life experiences that led to their success. They learn about career maps by examining a sample and then create their own.</p> <p>Objectives:</p> <p>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>Investigating Careers</p> <p>(1) The student investigates one or more careers within the 16 career clusters. The student is expected to:</p> <p>(A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.</p> <p>(2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:</p> <p>(A) research the academic requirements for one or more of the careers in an identified cluster;</p> <p>(B) research the certification or educational requirements for careers; and</p> <p>(C) describe the technical-skill requirements for careers.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.6.A,C-F</p>	<p>NA</p>

JA It's My Future Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies Career Development	TEKS ELA	TEKS Math
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basics of looking, applying, and interviewing for a job. They learn the fundamentals of creating a resume and engage in a simulation in which they identify appropriate skills for various jobs and decide on where to highlight those skills on a resume.</p> <p>Objectives:</p> <p>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>Investigating Careers</p> <p>(5) The student investigates job-seeking skills. The student is expected to:</p> <p>(A) identify the steps for an effective job search;</p> <p>(B) describe appropriate appearance for an interview; and</p> <p>(C) participate in a mock interview.</p> <p>(6) The student creates professional documents required for employment. The student is expected to:</p> <p>(A) develop a resume;</p> <p>6th, 7th, and 8th-grade Social Studies</p> <p>(21) Social studies skills. The student communicates in written, oral, and visual forms.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>NA</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:</p> <p>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>Investigating Careers</p> <p>3) The student investigates the professional skills needed for college and career success. The student will:</p> <p>(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>NA</p>

JA Inspire

Session Descriptions	College and Career Readiness Standards	Career Development	TEKS 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>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>College and Career Readiness</p> <p>127.3 1. The student explores career assessments as related to college and career planning. The student is expected to:</p> <p>(A) analyze and discuss the initial results of career assessments;</p> <p>(B) explore the 16 career clusters;</p> <p>(C) research trending fields related to career interest areas;</p>	<p>Investigating Careers</p> <p>(1) The student investigates one or more careers within the 16 career clusters. The student is expected to:</p> <p>(A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.</p> <p>(2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:</p> <p>(A) research the academic requirements for one or more of the careers in an identified cluster;</p> <p>(B) research the certification or educational requirements for careers; and</p> <p>(C) describe the technical-skill requirements for careers.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</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>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>College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(F) make oral presentations that fulfill specific purposes using appropriate technology; and</p>	<p>Investigating Careers</p> <p>(4) The student investigates labor market information. The student is expected to:</p> <p>(A) analyze national, state, regional, and local labor market information;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>

JA Inspire

Session Descriptions	College and Career Readiness Standards	Career Development	TEKS 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>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>College and Career Readiness</p> <p>(1) The student explores career assessments as related to college and career planning. The student is expected to:</p> <p>(C) research trending fields related to career interest areas;</p> <p>(D) determine academic requirements in related career fields; and</p> <p>(E) research educational options and requirements using available resources.</p>	<p>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(A) apply core academic skills to meet personal, academic, and career goals;</p> <p>(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</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>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>College and Career Readiness</p> <p>(2) The student analyzes college and career opportunities. The student is expected to:</p> <p>(A) determine academic requirements for transitioning to high school;</p> <p>(B) explore opportunities for earning college credit in high school such as advanced placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;</p>	<p>Investigating Careers</p> <p>(6) The student creates professional documents required for employment. The student is expected to:</p> <p>(B) write appropriate business correspondence such as a letter of intent and a thank you letter;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>

JA Career Exploration Fair

Session Descriptions	College and Career Readiness	Career Development Standards	TEKS 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>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers. ▪ Differentiate between abilities (skills) and values. ▪ Identify their personal characteristics. 	<p>College and Career Readiness</p> <p>(1) The student explores career assessments as related to college and career planning. The student is expected to:</p> <p>(A) analyze and discuss the initial results of career assessments;</p> <p>(B) explore the 16 career clusters;</p> <p>(C) research trending fields related to career interest areas;</p> <p>(D) determine academic requirements in related career fields;</p>	<p>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(A) apply core academic skills to meet personal, academic, and career goals;</p> <p>(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.</p>	<ol style="list-style-type: none"> 1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F
<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>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. 	<p>College and Career Readiness</p> <p>(4) The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:</p> <p>(B) use resources to compare and contrast salaries of at least three careers in the student's interest area.</p>	<p>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(A) apply core academic skills to meet personal, academic, and career goals;</p>	<ol style="list-style-type: none"> 1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F

JA Career Exploration Fair

Session Descriptions	College and Career Readiness	Career Development Standards	TEKS ELA
<p>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify a future career goal. Create a personal action plan. 	<p>College and Career Readiness</p> <p>(2) The student analyzes college and career opportunities. The student is expected to:</p> <p>(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning; a</p>	<p>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(A) apply core academic skills to meet personal, academic, and career goals;</p> <p>(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;</p> <p>(C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F 11. B</p>

JA Career Speaker Series

Session Descriptions	Career Development Standards	TEKS 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>Students will:</p> <ul style="list-style-type: none"> ▪ Identify skills and interests. ▪ Recognize Career Clusters ▪ Recall future high-demand occupations 	<p>Investigating Careers</p> <p>(1) The student investigates one or more careers within the 16 career clusters. The student is expected to:</p> <p>(A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.</p> <p>(2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:</p> <p>(A) research the academic requirements for one or more of the careers in an identified cluster;</p> <p>(B) research the certification or educational requirements for careers; and</p> <p>(C) describe the technical-skill requirements for careers.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</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>Students will:</p> <ul style="list-style-type: none"> ▪ Practice active listening skills. ▪ Equate job responsibilities with skills and interests 	<p>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(A) apply core academic skills to meet personal, academic, and career goals;</p> <p>(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</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>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize Career Clusters 	<p>Investigating Careers</p> <p>(1) The student investigates one or more careers within the 16 career clusters. The student is expected to:</p> <p>(A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.</p> <p>(2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:</p> <p>(A) research the academic requirements for one or more of the careers in an identified cluster;</p> <p>(B) research the certification or educational requirements for careers; and</p> <p>(C) describe the technical-skill requirements for careers.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>

JA Excellence through Ethics

Session Descriptions	Career Development and Readiness Standards	TEKS 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>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>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.</p> <p>College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(A) use interpersonal skills to facilitate effective teamwork;</p> <p>(B) use problem-solving models and critical-thinking skills to make informed decisions;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</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>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>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>

JA It's My Job (Soft Skills)

Session Descriptions	College and Career Readiness	Career Development Standards	TEKS 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>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. 	<p>College and Career Readiness</p> <p>(3) The student evaluates skills for personal success. The student is expected to:</p> <p>(A) use interpersonal skills to facilitate effective teamwork;</p> <p>(B) use problem-solving models and critical-thinking skills to make informed decisions;</p> <p>(6) The student develops skills for professional success. The student is expected to:</p> <p>(E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.</p>	<p>Investigating Careers</p> <p>(3) The student investigates the professional skills needed for college and career success. The student is expected to:</p> <p>(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</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>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. 	<p>College and Career Readiness</p> <p>(6) The student develops skills for professional success. The student is expected to:</p> <p>(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;</p>	<p>Investigating Careers</p> <p>(5) The student investigates job-seeking skills. The student is expected to:</p> <p>(A) identify the steps for an effective job search;</p> <p>(B) describe appropriate appearance for an interview; and</p> <p>(C) participate in a mock interview.</p> <p>(6) The student creates professional documents required for employment. The student is expected to:</p> <p>(A) develop a resume;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F 10. A, B, C, D, E</p>

JA It's My Job (Soft Skills)

Session Descriptions	College and Career Readiness	Career Development Standards	TEKS 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>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. 	<p>College and Career Readiness</p> <p>(6) The student develops skills for professional success. The student is expected to:</p> <p>(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;</p> <p>(E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.</p>	<p>Investigating Careers</p> <p>(5) The student investigates job-seeking skills. The student is expected to:</p> <p>(A) identify the steps for an effective job search;</p> <p>(B) describe appropriate appearance for an interview; and</p> <p>(C) participate in a mock interview.</p> <p>(6) The student creates professional documents required for employment. The student is expected to:</p> <p>(A) develop a resume;</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</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>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. 	<p>College and Career Readiness</p> <p>(6) The student develops skills for professional success. The student is expected to:</p> <p>(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;</p> <p>(B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;</p> <p>(C) model characteristics of effective leadership, teamwork, and conflict management;</p>	<p>NA</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>

JA It's My Job (Soft Skills)

Session Descriptions	College and Career Readiness	Career Development Standards	TEKS 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>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. 	<p>College and Career Readiness</p> <p>(6) The student develops skills for professional success. The student is expected to:</p> <p>(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;</p> <p>(B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;</p> <p>(C) model characteristics of effective leadership, teamwork, and conflict management;</p>	<p>NA</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F</p>
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives:</p> <p>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. 	<p>College and Career Readiness</p> <p>(6) The student develops skills for professional success. The student is expected to:</p> <p>(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;</p> <p>((E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.</p>	<p>NA</p>	<p>1. A, B, D 2. A, B 5. B, C, E, F, G, H 6. A, B, C, F 10. A, B, C, D, 11. D</p>