

# A Correlation: South Dakota Academic Standards and Junior Achievement Middle School Programs



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[S Dakota Career Readiness Skills](#)  
[South Dakota Social Studies Standards](#)  
[S Dakota Personal Finance Standards](#)  
[S Dakota Standards for Mathematics](#)  
[S Dakota Standards for ELA](#)

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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 South Dakota Social Studies Standard, personal finance and career ready standards and 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 Classroom Learning Experiences

[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 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® Entry](#) is more than a career fair, it brings together the business community and local schools and is designed to help launch 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](#) 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

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>My Career Exploration</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the career clusters and their related careers.</li> <li>Apply values, skills, and interests to the career clusters.</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> <li>Uses various methods to search for valid, relevant data to complete workplace tasks.</li> <li>Evaluates Internet resources for reliability and validity.</li> <li>Develops and uses a consistent approach for managing data.</li> </ul> <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>Develops career goals and objectives.</li> <li>Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 2 RI 7</p> <p><b>Writing</b> W.4, W.7, W.8</p> <p><b>Speaking and Listening</b> SL 1 SL 2 SL4</p> <p><b>Language</b> L 1 L3 L4 L6</p>
<p><b>Getting to Know Me</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions.</li> <li>Discuss the importance of a personal brand statement.</li> <li>Recognize that self-knowledge is needed to work effectively with others.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> <li>Demonstrate proficiency in academic core standards (math, English/ Language Arts, Science, Social Sciences)</li> <li>Reads and comprehends written material in a variety of forms and levels of complexity.</li> <li>Completes secondary courses to meet high school graduation requirements.</li> <li>Assimilates and applies new learning, knowledge, and skills.</li> </ul> <p>CRS 1.2 Technical Skill Attainment</p> <ul style="list-style-type: none"> <li>Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation</li> <li>Completes a career and technical education program of study. (concentrator)</li> <li>Passes certification tests to qualify for licensure and/or industry certifications.</li> </ul>	<p><b>Reading for Informational Text</b> RI 2 RI 4</p> <p><b>Writing</b> W.4, W.5</p> <p><b>Speaking and Listening</b> SL 1 SL 6</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p>

# JA Economics for Success

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>My Career Goals</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the connections between your choices and your education, personal finances, and career paths.</li> <li>Create short- and long-term goals.</li> <li>Identify character traits that can help you overcome obstacle</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>Develops career goals and objectives.</li> <li>Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 2 RI 4</p> <p><b>Writing</b> W.4</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p>
<p><b>My Transferable Skills</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize appropriate skills for the workplace.</li> <li>Identify transferable skills and their importance.</li> <li>Recognize the importance of having digital skills and using professional digital tools and programs.</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> <li>Demonstrate proficiency in academic core standards (math, English/ Language Arts, Science, Social Sciences)</li> <li>Reads and comprehends written material in a variety of forms and levels of complexity.</li> <li>Completes secondary courses to meet high school graduation requirements.</li> <li>Assimilates and applies new learning, knowledge, and skills.</li> </ul> <p>CRS 1.2 Technical Skill Attainment</p> <ul style="list-style-type: none"> <li>Identifies the training, education, and certification requirements for entrance and advancement in a chosen occupation</li> <li>Completes a career and technical education program of study. (concentrator)</li> <li>Passes certification tests to qualify for licensure and/or industry certifications.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 2 RI 4</p> <p><b>Writing</b> W.4, W.6</p> <p><b>Speaking and Listening</b> SL.1, SL.2, SL.4</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p>

# JA Economics for Success

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>My Income and Expenses</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize that workers should not expect to keep all the money they earn.</li> <li>Recognize problem solving as a challenge and not an obstacle.</li> <li>Explore career-based solutions for income planning.</li> <li>Reflect on the personal impact of saving money.</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 2.2 Differentiate among various money management tools.</p> <p>PF 2.3 Generate a system to organize finances and maintain records.</p> <p>PF 4.1 Explain how saving contributes to financial security.</p> <p>PF 4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>Develops career goals and objectives.</li> <li>Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Informational Text</b> RI.1,RI.2,RI.4,RI.7</p> <p><b>Writing</b> W.4, W.6</p> <p><b>Speaking and Listening</b> SL 1 SL 3</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>
<p><b>Planning for My Future Income</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR)</li> <li>Examine the true costs of goods and services. (FL)</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 2.2 Differentiate among various money management tools.</p> <p>PF 2.3 Generate a system to organize finances and maintain records.</p> <p>PF 4.1 Explain how saving contributes to financial security.</p> <p>PF 4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>Develops career goals and objectives.</li> <li>Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Writing</b> W.4, W.7 W 8</p> <p><b>Speaking and Listening</b> SL 1 SL.2, SL.4 SL 6</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p>

# JA Economics for Success

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Managing My Money</b></p> <p>Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define a budget and its importance.</li> <li>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.</li> <li>Practice budgeting skills using income that can be earned while still in school.</li> </ul>	<p>PF 2.1 Execute a rational decision making process considering alternatives and consequences.</p> <p>PF 2.2 Differentiate among various money management tools.</p> <p>PF 2.3 Generate a system to organize finances and maintain records.</p> <p>PF 4.1 Explain how saving contributes to financial security.</p> <p>PF 4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> <li>Demonstrates the ability to reason critically and systematically.</li> <li>Uses reason and logic to evaluate situations from multiple perspectives.</li> <li>Critiques possible solutions using valid research, historical context and balanced judgment.</li> <li>Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.</li> </ul>	<p><b>Reading for Informational Text</b> RI.1,RI.2,RI.4,RI.7</p> <p><b>Speaking and Listening</b> SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b> L 1 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>
<p><b>Paying for My Wants and Needs</b></p> <p>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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe ways to pay for everyday goods and services.</li> <li>Identify the differences between debit (paying now) and credit (paying in the future, plus interest).</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 2.2 Differentiate among various money management tools.</p> <p>PF 2.3 Generate a system to organize finances and maintain records.</p> <p>PF 4.1 Explain how saving contributes to financial security.</p> <p>PF 4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> <li>Demonstrates the ability to reason critically and systematically.</li> <li>Uses reason and logic to evaluate situations from multiple perspectives.</li> <li>Critiques possible solutions using valid research, historical context and balanced judgment.</li> <li>Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 2 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL.2, SL.4S</p> <p><b>Language</b> L 1 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>

# JA Economics for Success

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>My Credit and Spending</b> Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explain who looks at your credit report and why.</li> <li>● Describe how financial decisions can improve a credit report.</li> <li>● Identify spending habits that are financially responsible.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 2.2 Differentiate among various money management tools.</p> <p>PF 2.3 Generate a system to organize finances and maintain records.</p> <p>PF 4.1 Explain how saving contributes to financial security.</p> <p>PF 4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> <li>· Demonstrates the ability to reason critically and systematically.</li> <li>· Uses reason and logic to evaluate situations from multiple perspectives.</li> <li>· Critiques possible solutions using valid research, historical context and balanced judgment.</li> <li>· Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 2 RI 4 RI 7</p> <p><b>Writing</b> W.4, W.6</p> <p><b>Speaking and Listening</b> SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>
<p><b>My Ride on the Financial Roller Coaster</b> Students understand risk and methods for handling it. They make decisions about scenarios involving risk.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Describe examples of how to use personal responsibility to address risk.</li> <li>● Recognize that insurance is a way to transfer the risk of loss.</li> <li>● Identify the opportunity cost in different spending decisions.</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 5.1 Evaluate how risk management protects against financial loss.</p>		<p><b>Reading for Informational Text</b> RI 1 RI 2 RI 4 RI 7</p> <p><b>Writing</b> W.4, W.6</p> <p><b>Speaking and Listening</b> SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>

# JA It's My Business!

Session Details	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session One: Entrepreneurs</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship and social entrepreneurship</li> <li>▪ Describe the relationship between a business and its products and service</li> <li>▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves</li> </ul>	<p>PF 4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> <li>· Understands the knowledge and skills required of an entrepreneur.</li> <li>· Describes the opportunities for entrepreneurship in a given cluster.</li> <li>· Weighs the opportunities, benefits and risks of entrepreneurship versus employment.</li> </ul>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1-5</p>
<p><b>Session Two: Market and Need</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define market and need</li> <li>▪ Explain the importance of identifying market and need when developing new product or service ideas</li> </ul>	<p>PF 4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> <li>· Understands the knowledge and skills required of an entrepreneur.</li> <li>· Describes the opportunities for entrepreneurship in a given cluster.</li> <li>· Weighs the opportunities, benefits and risks of entrepreneurship versus employment.</li> </ul>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>



# JA It's My Business!

Session Details	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session Three: Innovative Ideas</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business</li> <li>Participate in creative idea generation, from brainstorming to defending and selecting an idea</li> </ul>	<p>PF 4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 6.1 Creativity</p> <ul style="list-style-type: none"> <li>Uses information, knowledge and experience to generate original ideas and challenge assumptions.</li> <li>Initiates brainstorming to generate ideas to solve problems or maximize opportunities.</li> <li>Appreciates new and creative ideas of others.</li> <li>Knows when to curb the creative process and begin implementation.</li> </ul>	<p><b>Grade 6</b> RI.6.1 RI. 6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p><b>Session Four: Testing the Market</b></p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of market research in the product development process</li> <li>Describe multiple types of survey questions</li> </ul>	<p>NA</p>	<p>CRS 2.3 Presentations</p> <ul style="list-style-type: none"> <li>Prepares presentations to provide information for specific purposes and audiences.</li> <li>Delivers presentations that sustain listeners' attention and interest.</li> <li>Uses technology appropriately to effectively present information.</li> </ul>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI. 8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

# JA It's My Business!

Session Details	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session Five: Design and Prototype</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Represent a product idea and its features by using rough sketches and drawings</li> <li>Recognize sketches as an important first step in the prototype process</li> </ul>	NA	<p>CRS 6.1 Creativity</p> <ul style="list-style-type: none"> <li>Uses information, knowledge and experience to generate original ideas and challenge assumptions.</li> <li>Initiates brainstorming to generate ideas to solve problems or maximize opportunities.</li> <li>Appreciates new and creative ideas of others.</li> <li>Knows when to curb the creative process and begin implementation.</li> </ul>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p><b>Session Six: Seek Funding</b></p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the elements that make a strong pitch presentation</li> <li>Work together to create and deliver a product pitch for potential funding</li> </ul>	NA	<p>CRS 2.3 Presentations</p> <ul style="list-style-type: none"> <li>Prepares presentations to provide information for specific purposes and audiences.</li> <li>Delivers presentations that sustain listeners' attention and interest.</li> <li>Uses technology appropriately to effectively present information.</li> </ul>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p><b>Grade 8</b> 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	Social Studies and Personal Finance Standards	Career Readiness Standards	State ELA and Math (these are common core and need updating )
<p><b>Session One: My Brand</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the elements of a brand</li> <li>Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career</li> <li>Design a logo that expresses their personal brand</li> </ul>	<p>NA</p>	<p>CRS 2.3 Presentations</p> <ul style="list-style-type: none"> <li>Prepares presentations to provide information for specific purposes and audiences.</li> <li>Delivers presentations that sustain listeners' attention and interest.</li> <li>Uses technology appropriately to effectively present information.</li> </ul>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p><b>Session Two: Career Paths and Clusters</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers cluster.</li> <li>Identify jobs in specific career clusters to explore further</li> <li>Recognize the interconnectivity and value of all types of jobs</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>Develops career goals and objectives.</li> <li>Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>

# JA It's My Future

Session Details	Social Studies and Personal Finance Standards	Career Readiness Standards	State ELA and Math (these are common core and need updating )
<p><b>Session Three: High-Growth Careers</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify specific careers that are forecast to have high- growth rates</li> <li>Consider a variety of factors when selecting a career</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>Develops career goals and objectives.</li> <li>Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>
<p><b>Session Four: Career Mapping</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify jobs in specific career clusters that they would like to explore further</li> <li>Plan significant milestones they need to reach to earn a particular job</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>Develops career goals and objectives.</li> <li>Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>

# JA It's My Future

Session Details	Social Studies and Personal Finance Standards	Career Readiness Standards	State ELA and Math (these are common core and need updating )
<p><b>Session Five: On the Hunt</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</li> <li>▪ Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume.</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.2 Employment/ Education Seeking</p> <ul style="list-style-type: none"> <li>· Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities.</li> <li>· Researches information about a prospective employers to successfully complete an application.</li> <li>· Uses professional digital media to create a personal brand.</li> <li>· Markets self effectively to potential employers and institutions.</li> </ul> <p>CRS 10.3 Resumes, Portfolios, and Interviews</p> <ul style="list-style-type: none"> <li>· Prepares a professional résumé appropriate for each situation.</li> <li>· Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.</li> <li>· Presents a professional image appropriate for the job interview.</li> <li>· Communicates experiences, knowledge and skills identified in the résumé and portfolio when interviewing.</li> </ul>	<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>

# JA It's My Future

Session Details	Social Studies and Personal Finance Standards	Career Readiness Standards	State ELA and Math (these are common core and need updating )
<p><b>Session Six: Soft Skills</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define and differentiate between technical skills and soft skills</li> <li>▪ Identify specific soft skills they already possess and those they need to improve</li> </ul>	<p>NA</p>	<p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> <li>· Uses professional etiquette and observes social protocols when communicating.</li> <li>· Practices appropriate use of social media in personal and professional environments.</li> <li>· Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers.</li> </ul>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

# JA Inspire Entry

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session One: Career Interests and Your Path</b></p> <p>Students understand the importance of career planning and complete a Career Interest Inventory to assess their own values, skills, and interests in the context of career paths.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Consider their values, skills, and interests.</li> <li>▪ Take a Career Interest Inventory.</li> <li>▪ Relate their values, skills, interests, and Career Interest Inventory to future career opportunities.</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>· Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>· Develops career goals and objectives.</li> <li>· Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Two: Career Planning and Your Path</b></p> <p>Students learn to recognize career clusters and focus on those tied to the results of their Career Interest Inventory. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in those fields.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Learn why career planning is important.</li> <li>▪ Recognize career clusters.</li> <li>▪ Identify career clusters that match their skills and interests.</li> <li>▪ Identify requirements to obtain jobs in fields of interest.</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>· Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>· Develops career goals and objectives.</li> <li>· Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Writing</b></p> <p>W.4 W.5 W.6</p> <p><b>Language</b></p> <p>L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Entry

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session Three: Preparing to Meet Your Future</b></p> <p>Students learn how awareness of their values, skills, and interests helps guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Understand why it's important to choose a career where they can be successful and develop a career plan.</li> <li>▪ Practice soft skills.</li> <li>▪ Recognize education and training requirements and opportunities for careers of interest.</li> </ul>	<p>PF 1.2 Analyze factors that affect take home pay.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>· Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>· Develops career goals and objectives.</li> <li>· Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Four: Local Business Means Opportunity</b></p> <p>Students learn about their local economy. They review the list of JA Inspire Virtual career fair exhibitors and the website of their local Chamber of Commerce and look for common themes, such as career clusters. They identify companies they would like to visit during the virtual career fair.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize traits of their local economy.</li> <li>▪ Identify common career clusters in their area and among JA Inspire Virtual exhibitors.</li> <li>▪ Create a list of exhibitors to visit during JA Inspire Virtual.</li> </ul>	<p>NA</p>	<p>CRS 10.2 Employment/ Education Seeking</p> <ul style="list-style-type: none"> <li>· Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities.</li> <li>· Researches information about a prospective employers to successfully complete an application.</li> <li>· Uses professional digital media to create a personal brand.</li> <li>· Markets self effectively to potential employers and institutions.</li> </ul>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Writing</b></p> <p>W.4 W.5 W.6</p> <p><b>Language</b></p> <p>L.1 L.2 L.3 L.4 L.6</p>



# JA Inspire Entry

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session Five: Learn from the Experts</b></p> <p>Students review the speakers and webinars available at the JA Inspire Virtual career fair, create a list of at least three to view, and define what they would like to learn from them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify relevant JA Inspire Virtual speakers and webinars to attend.</li> <li>▪ Note facts about the speakers and topics of webinars they will attend.</li> <li>▪ Develop questions to consider when watching the speakers and webinars.</li> </ul>	NA	<p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> <li>· Uses professional etiquette and observes social protocols when communicating.</li> <li>· Practices appropriate use of social media in personal and professional environments.</li> <li>· Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers.</li> </ul>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Six: Welcome to JA Inspire Virtual</b></p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Visit exhibits at JA Inspire Virtual.</li> <li>▪ Attend speeches and webinars at JA Inspire Virtual.</li> <li>▪ Complete the What I Learned section of the chart from their Learn from the Experts worksheet</li> </ul>	NA	<p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> <li>· Uses professional etiquette and observes social protocols when communicating.</li> <li>· Practices appropriate use of social media in personal and professional environments.</li> <li>· Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers.</li> </ul>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p><b>Language</b></p> <p>L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Entry

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session Seven: JA Inspire Personal Reflection</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event.</li> <li>▪ Identify next steps, including exploration of high school coursework and other research.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>· Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>· Develops career goals and objectives.</li> <li>· Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>

# JA Career Exploration Fair

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Pre-Fair Session: What Sets You Apart?</b></p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers.</li> <li>▪ Differentiate between abilities (skills) and values.</li> <li>▪ Identify their personal characteristics.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>· Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>· Develops career goals and objectives.</li> <li>· Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Complete one pre-fair activity (teacher-led) (optional).</li> <li>▪ Express how jobs require specific interests and skills.</li> <li>▪ Complete one post-fair activity (teacher-led) (optional).</li> <li>▪ Complete a student evaluation, if requested.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>· Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>· Develops career goals and objectives.</li> <li>· Develops a personal education and career plan to meet goals and objectives.</li> </ul> <p>CRS 2.4 Professional Etiquette · Uses professional etiquette and observes social protocols when communicating.</p> <ul style="list-style-type: none"> <li>· Practices appropriate use of social media in personal and professional environments.</li> <li>· Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers.</li> </ul>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Career Exploration Fair

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Post-Fair Session</b></p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify a future career goal.</li> <li>▪ Create a personal action plan.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>· Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>· Develops career goals and objectives.</li> <li>· Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Informational Text</b></p> <p>RI 2 RI 4 RI 5 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Speaker Series

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify skills and interests.</li> <li>▪ Recognize Career Clusters</li> <li>▪ Recall future high-demand occupations</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>· Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>· Develops career goals and objectives.</li> <li>· Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Practice active listening skills.</li> <li>▪ Equate job responsibilities with skills and interests</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>· Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>· Develops career goals and objectives.</li> <li>· Develops a personal education and career plan to meet goals and objectives.</li> </ul> <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> <li>· Uses professional etiquette and observes social protocols when communicating.</li> <li>· Practices appropriate use of social media in personal and professional environments.</li> <li>· Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers.</li> </ul>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Career Speaker Series

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize Career Clusters</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> <li>Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes.</li> <li>Develops career goals and objectives.</li> <li>Develops a personal education and career plan to meet goals and objectives.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 2 W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Excellence through Ethics

Session Descriptions	Career Readiness Standards	South Dakota ELA and Math
<p><b>Day of the Visit</b></p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define ethics, ethical dilemma, values, core values, and interdependence.</li> <li>▪ Articulate how one's core values affects one's choices.</li> <li>▪ Articulate and identify the steps necessary to make ethical decisions.</li> <li>▪ Recognize that individual ethics affect the greater community.</li> </ul>	<p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> <li>· Takes responsibility for individual and shared group work tasks.</li> <li>· Models behaviors that demonstrate reliability, dependability and commitment to the organization.</li> <li>· Pursues results with personal energy and drive to completion.</li> </ul> <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> <li>· Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.</li> <li>· Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.</li> <li>· Practices ethical behavior at all times and complies with code of conduct.</li> </ul>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3 SL 4</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Reflection Activity</b></p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply key terms and concepts used in the volunteer-led activities.</li> <li>▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</li> <li>▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.</li> </ul>	<p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> <li>· Takes responsibility for individual and shared group work tasks.</li> <li>· Models behaviors that demonstrate reliability, dependability and commitment to the organization.</li> <li>· Pursues results with personal energy and drive to completion.</li> </ul> <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> <li>· Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility.</li> <li>· Recognizes personal and long-term workplace consequences of unethical or illegal behaviors.</li> <li>· Practices ethical behavior at all times and complies with code of conduct.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA It's My Job (Soft Skills)

Session Descriptions	Career Readiness Standards	South Dakota ELA and Math
<p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of manners as an element of professionalism.</li> <li>Identify language and style appropriate for the workplace.</li> </ul>	<p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> <li>Uses professional etiquette and observes social protocols when communicating.</li> <li>Practices appropriate use of social media in personal and professional environments.</li> <li>Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers.</li> </ul>	<p><b>Reading for Informational Text</b> RI 1 RI 4</p> <p><b>Speaking and Listening</b> SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L 1 L 2 L 3 L 4 L 6</p>
<p><b>Applications and Resumes</b></p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify information necessary for a job application.</li> <li>Recognize key features and formatting of resumes.</li> <li>Use appropriate language for a resume.</li> </ul>	<p>CRS 10.3 Resumes, Portfolios, and Interviews</p> <ul style="list-style-type: none"> <li>Prepares a professional résumé appropriate for each situation.</li> <li>Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.</li> <li>Presents a professional image appropriate for the job interview.</li> <li>Communicates experiences, knowledge and skills identified in the résumé and portfolio when interviewing.</li> </ul>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L 1 L 2 L 3 L 4 L 6</p>



# JA It's My Job (Soft Skills)

Session Descriptions	Career Readiness Standards	South Dakota ELA and Math
<p><b>Interviewing for a Job</b></p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify appropriate content for a personal brag sheet</li> <li>▪ Adapt personal information to interview situations.</li> <li>▪ Develop answers to common interview questions.</li> <li>▪ Recognize appropriate professional dress and demeanor for a job interview.</li> </ul>	<p>CRS 10.3 Resumes, Portfolios, and Interviews</p> <ul style="list-style-type: none"> <li>· Prepares a professional résumé appropriate for each situation.</li> <li>· Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio.</li> <li>· Presents a professional image appropriate for the job interview.</li> <li>· Communicates experiences, knowledge and skills identified in the résumé and portfolio when interviewing.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L1 L 2 L 3 L 4 L 6</p>
<p><b>Cell Phones in the Workplace</b></p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>▪ Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>▪ Adapt cell phone behavior and functions for professional uses.</li> <li>▪ Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	<p>CRS 3.2 Meets Expectations · Arrives on time to work, class, appointments or meetings, adequately prepared and appropriately dressed. · Complies with policies, norms/culture, procedures and protocols. · Exhibits professional etiquette in all interactions.</p> <p>CRS 9.3 Technology Ethics</p> <ul style="list-style-type: none"> <li>· Understands the ethical uses of information and technology related to privacy, intellectual property, and workplace issues.</li> <li>· Uses computer and internet protocols that ensure cyber security and confidentiality of private information.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>

# JA It's My Job (Soft Skills)

Session Descriptions	Career Readiness Standards	South Dakota ELA and Math
<p><b>Workplace Communication</b></p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and use an appropriate professional tone in workplace communication.</li> <li>▪ Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>▪ Enable cooperative and productive group interactions.</li> <li>▪ Communicate to solve problems collaboratively and respectfully.</li> </ul>	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> <li>· Asks pertinent questions to acquire or confirm information.</li> <li>· Demonstrates interpretation of verbal and non-verbal messages in a conversation.</li> <li>· Converses with diverse individuals in an all-inclusive manner to foster positive relationships.</li> <li>· Practices active and attentive listening skills.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>
<p><b>Workplace Writing</b></p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use proper spelling, grammar, and punctuation in the workplace.</li> <li>▪ List best practices for effective business writing.</li> <li>▪ Use clear language and appropriate style for written communication in the workplace.</li> <li>▪ Identify important ideas and express them clearly and concisely in writing.</li> </ul>	<p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> <li>· Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>· Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents.</li> <li>· Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view.</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4 W5 W6</p> <p><b>Language</b></p> <p>L1 L 2 L 3 L 4 L 6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session One: Pop-Up Warm-Up</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain what a pop-up business is and its intended purpose.</li> <li>▪ Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements.</li> <li>▪ Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> <li>· Understands the knowledge and skills required of an entrepreneur.</li> <li>· Describes the opportunities for entrepreneurship in a given cluster.</li> <li>· Weighs the opportunities, benefits and risks of entrepreneurship versus employment.</li> </ul>	<p><b>Grade 6</b> RI.6 3,4,7 W.6.4 SL.6.1,2 L.6 1,2,3,4,6</p> <p><b>Grade 7</b> RI.7 3,4 W.7.2.4 SL.7 1,2 L.7. 1-6</p> <p><b>Grade 8</b> RI.8 3,4 W.8.4 SL.8.1,2 L.8 1-6</p>
<p><b>Session Two: Doing the Research</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify the elements of the profit equation and understand how to calculate profit.</li> <li>▪ Explain what a target audience is.</li> <li>▪ Recognize the importance of the customers' wants and needs related to the business's goals.</li> <li>▪ Identify appropriate market research techniques to use when collecting information.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> <li>· Uses various methods to search for valid, relevant data to complete workplace tasks.</li> <li>· Evaluates Internet resources for reliability and validity.</li> <li>· Develops and uses a consistent approach for managing data.</li> </ul>	<p><b>Grade 6</b> RI.6 1,2,4,7 W.6 4,7,9 SL.6 1,2,4 L.6 1-6</p> <p><b>Grade 7</b> RI.7 1,4 W.7 2,7,9 SL.7 1,2,4 L.7 1-6</p> <p><b>Grade 8</b> RI.8 1,2,4 W.8 4,7,9 SL.8 1,2,4 L.8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session Three: Defining the Pop-Up Structure</b></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"> <li>▪ Analyze market research data to make planning decisions about the pop-up business to maximize sales.</li> <li>▪ Describe the different roles and responsibilities necessary to organize and run a pop-up business.</li> <li>▪ Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team.</li> <li>▪ Draft a timeline of tasks and associated due dates needed to meet the company's goals.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> <li>· Demonstrates the ability to reason critically and systematically.</li> <li>· Uses reason and logic to evaluate situations from multiple perspectives.</li> <li>· Critiques possible solutions using valid research, historical context and balanced judgment.</li> <li>· Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.</li> </ul>	<p><b>Grade 6</b> RI.6. 2,4,7 W.6. 4,7,9 SL.6. 1,2,4 L.6.1-6</p> <p><b>Grade 7</b> RI.7 2,4 W.7. 4,7,9 SL. 7 1,2,4 L. 7. 1-6</p> <p><b>Grade 8</b> RI.8 2,4 W.8 4,7,9 SL.8 1,2,4 L.8 1-6</p>
<p><b>Session Four: The Ps of Pop-Up</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business.</li> <li>▪ Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix.</li> <li>▪ Design an optimal layout for a pop-up business that will maximize sales.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> <li>· Conducts research, gathers input and analyzes information necessary for decision-making.</li> <li>· Develops and prioritizes possible solutions with supporting rationale.</li> <li>· Determines a course of action with the greatest perceived potential for success while considering its impact on others.</li> </ul>	<p><b>Grade 6</b> RI.6 2,3,4,7 W.6 4 SL. 8. 1,2,4 L.6. 1-6</p> <p><b>Grade 7</b> RI.7. 2,3,4 W.7 4 SL 7. 1,2,4 L.7. 1-6</p> <p><b>Grade 8</b> RI.8 2,3,4 W.8 4 SL 8. 1,2,4 L. 8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session Five: Creating the Buzz</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal.</li> <li>Design promotional strategies and materials to attract interest in the pop-up business.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 6.1 Creativity</p> <ul style="list-style-type: none"> <li>Uses information, knowledge and experience to generate original ideas and challenge assumptions.</li> <li>Initiates brainstorming to generate ideas to solve problems or maximize opportunities.</li> <li>Appreciates new and creative ideas of others.</li> <li>Knows when to curb the creative process and begin implementation.</li> </ul>	<p><b>Grade 6</b></p> <p>RI.6 1,2,3,4,7 W.6 4,7,9 SL.6 1,2,4 L. 6 1-6</p> <p><b>Grade 7</b></p> <p>RI.7 1,2,3,4 W.7 4,7,9 SL.7 1,2,4 L. 7 1-6</p> <p><b>Grade 8</b></p> <p>RI 8 1,2,3,4 W.8 4,7,9 SL.8 1,2,4 L. 8 1-6</p>
<p><b>Session Six: Open for Business!</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Select appropriate sales strategies to use while interacting with customers during pop-up store sales.</li> <li>Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals.</li> <li>Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> <li>Establishes positive relationship with internal and external customers.</li> <li>Identifies and addresses customers’ needs and wants.</li> <li>Recommends appropriate products and services.</li> <li>Uses effective follow-up techniques to assure that the needs of customers/ clients have been met.</li> </ul>	<p><b>Grade 6</b></p> <p>RI.6 2,4 W.6 4 SL.6 1,2,4 L. 6 1-6</p> <p><b>Grade 7</b></p> <p>RI.7 2,4 W.7 4 SL.7 4 L. 7 1-6</p> <p><b>Grade 8</b></p> <p>RI 8 2,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies and Personal Finance Standards	Career Readiness Standards	South Dakota ELA and Math
<p><b>Session Seven: Pop-Up Wrap-Up</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Complete the tasks to calculate final sales and profit and close out the business.</li> <li>▪ Analyze final sales information and compare it to the pop-up business’s initial profit goal.</li> <li>▪ Assess company and personal goals to determine successes and areas for improvement.</li> </ul>	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> <li>· Practices reasoning and systems-level thinking to deal with varied concepts and complexity.</li> <li>· Analyzes elements of a problem situation to develop solutions.</li> <li>· Uses acquired academic and technical skills to improve a situation or process.</li> <li>· Seeks to enhance knowledge and skills through ongoing professional development.</li> </ul>	<p><b>Grade 6</b></p> <p>RI.6 2,3,4,7 W.6. 4 SL.6 1,2,4 L. 6. 1-6</p> <p><b>Grade 7</b></p> <p>RI.7 2,3,4 W.7 4 SL.7. 1,2,4 L. 7. 1-6</p> <p><b>Grade 8</b></p> <p>RI 8. 2,3,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>