



**A Correlation between
Oklahoma C³ Standards
and
Junior Achievement Middle School Programs**

Updated February 2017
Oklahoma Core Curriculum
Content Standards

Junior Achievement USA®
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Overview

Junior Achievement’s Programs reinforce the value of workforce readiness, entrepreneurship, and financial literacy while providing opportunities to develop cross-disciplinary knowledge and skills. This multidisciplinary approach helps students connect information across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts, reasoning, and language arts skills.

In this document, Junior Achievement Middle School programs are correlated to the Oklahoma Academic Standards 2016-2017 for English Language Arts, Financial Literacy, and Social Studies for grades 6-8. When a program is used at other grade levels, these may also be listed in the report. When a standard is specifically addressed by an Extended Learning Opportunity, On Your Own, or other additional material, it will be indicated by a superscripted ELO next to the standard number.

This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

JA Middle Grades Programs

[*JA Economics for Success*](#)[®] provides practical information about personal finance and the importance of identifying education and career goals based on a student’s skills, interests, and values.....Page 3

[*JA Finance Park*](#)[®] is a month-long program that introduces students to personal financial planning and career exploration. At the culmination of this teacher-led program, students visit JA Finance Park, a realistic on-site or virtual community, to put into practice what they've learned by developing and committing to a personal budget.....Page 5

[*JA Global Marketplace*](#)[®] - *Blended* gives students an opportunity to experience the impact and importance of international business by playing the role of business owners and managers.....Page 8

[*JA It's My Business!*](#)[®] encompasses entrepreneurship curriculum for students in grades six, seven, and eight. Students are encouraged to use critical thinking to learn entrepreneurial skills that support positive attitudes as they explore and enhance their career aspirations.....Page 11

[*JA It's My Future*](#)[®] provides practical information about preparing for the working world while still in middle school.....Page 13

JA Economics for Success

Session Descriptions	Key Learning Objectives	OK Academic Standards	OAS ELA
<p>Session One: Mirror, Mirror Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> Use personal reflection to explain self-knowledge. Apply their skills, interests, and values to help determine a potential career path. 	<p>Personal Financial Literacy PASS 1.1 Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living.</p>	<p>6.1.R.1-3 6.2.R.3 6.4.R.1,5 7.1.R.1-3 7.2.R.3 7.4.R.1,5 8.1.R.1-3 8.2.R.3 8.4.R.1,5</p>
<p>Session Two: Be a Success 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: The students will:</p> <ul style="list-style-type: none"> Identify the connection between goal-setting, personal finance, education, and career choices. Apply decision making to education and career choices. 	<p>Personal Financial Literacy PASS 1.1 Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living.</p>	<p>6.1.R.1-3 6.4.R.1,5 6.7.R.1 7.1.R.1-3 7.4.R.1,5 7.7.R.1 8.1.R.1-3 8.4.R.1,5</p>
<p>Session Three: Keeping Your Balance 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: The students will:</p> <ul style="list-style-type: none"> Recognize that a balanced budget is important for all workers. Define the term income and differentiate between gross and net income. Name ways to balance a budget. 	<p>Personal Financial Literacy PASS 1.2 Identify the components of a personal/family budget based on short, medium, and long term goals.</p>	<p>6.1.R.1-3 6.2.R.3 6.4.R.1,5 7.1.R.1-3 7.2.R.3 7.4.R.1,5 8.1.R.1-3 8.2.R.3 8.4.R.1,5</p>
<p>Session Four: Savvy Shopper Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> Identify the differences between debit and credit cards. Explain the advantages and disadvantages of both cards. Recognize the importance of taking personal responsibility for financial decisions. 	<p>Personal Financial Literacy PASS 8.1 Compare costs and benefits of using credit cards and making online purchases.</p>	<p>6.1.R.1-3 6.2.R.3 6.7.R.1 7.1.R.1-3 7.2.R.3 7.7.R.1 8.1.R.1-3 8.2.R.3 8.7.R.1</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	OK Academic Standards	OAS ELA
<p>Session Five: Keeping Score Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score. ▪ Explain actions that cause a credit score to go up or down. 	<p>Personal Financial Literacy PASS 7.3 Explain the importance of establishing a positive credit history.</p>	<p>6.1.R.1-3 6.7.R.1</p> <p>7.1.R.1-3 7.7.R.1</p> <p>8.1.R.1-3 8.7.R.1</p>
<p>Session Six: What’s the Risk? 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: The students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk. ▪ Explain how insurance provides a method to minimize financial risk. ▪ Identify the opportunity cost of having insurance. ▪ Assess how personal responsibility plays a part in minimizing risk. 	<p>Personal Financial Literacy PASS 11.1 Identify common risks to life and property (e.g., illness, death, natural catastrophe, and accident). PASS 11.2 Explain the purpose and importance of insurance protection as a risk management strategy.</p>	<p>6.1.R.1-3 6.4.R.1,5</p> <p>7.1.R.1-3 7.4.R.1,5</p> <p>8.1.R.1-3 8.4.R.1,5</p>

JA Finance Park

Unit Description	OK Academic Standards	OAS ELA	OAS Math
<p>Unit 1: Income</p> <p>Students recognize the fundamental role that income plays in their personal finances and the factors that affect income and take-home pay. They discover how their decisions about education and careers impact their potential income and quality of life.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Rate their interests, abilities, and values. ▪ Determine work preferences and match them to career choices. ▪ Define taxes and explain their purpose and impact on income. ▪ Figure net monthly income. 	<p>Personal Financial Literacy</p> <p>PASS 1.1 Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living.</p> <p>PASS 1.3 Explain how taxes, employee benefits, and payroll deductions affect income.</p> <p>PASS 2.1 Identify and explain types of taxes (e.g., personal income, sales, and property taxes) and explain the reasons for taxation at the local, state, and federal levels.</p>	<p>6.1.R.1-3 6.1.W.1-2 6.2.R.3 6.2.W.1 6.4.R.1,5 6.3.R.7 6.3.W.2-4</p> <p>7.1.R.1-3 7.1.W.1-2 7.2.R.3 7.2.W.1 7.4.R.1,5</p> <p>8.1.R.1-3 8.1.W.1-2 8.2.R.3 8.2.W.1 8.4.R.1,5</p>	<p>Develop Accurate and Appropriate Procedural Fluency</p> <p>Develop Mathematical Reasoning</p> <p>Develop the Ability to Make Conjectures, Model and Generalize</p> <p>Develop the Ability to Communicate Mathematically</p> <p>6.N.4.4 6.N.2</p> <p>7.N.1 7.A.2.2 7.D.1</p>
<p>Unit 2: Saving, Investing and Risk Management</p> <p>Students explore and compare saving and investing options as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p> <p>Objectives</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the benefits of saving a portion of income for future use. ▪ Explain short- and long-term saving options. ▪ Explain some of the advantages and disadvantages of various saving and investing options. ▪ Assess personal risk and risk management 	<p>Personal Financial Literacy</p> <p>PASS 5.1 Explain reasons for saving and investing to meet goals and build wealth (e.g., opportunity cost, return on investment, emergencies, major purchases, down payments, and education).</p> <p>PASS 5.2 Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p> <p>PASS 6.1 Describe the necessity of accumulating financial resources needed for specific retirement goals, activities, and lifestyles, based on life expectancy. PASS 6.2 Explain the roles of Social Security, employer retirement plans, and personal investments (e.g., annuities, IRAs, real estate, stocks, and bonds) as sources of retirement income.</p> <p>PASS 11.1 Identify common risks to life and property.</p> <p>PASS 11.2 Explain the purpose and importance of insurance protection as a risk management strategy.</p> <p>PASS 11.3 Examine appropriate amounts of insurance and how insurance deductibles work.</p>	<p>6.1.R.1-3 6.1.W.1-2 6.2.R.3 6.2.W.1 6.4.R.1,5</p> <p>7.1.R.1-3 7.1.W.1-2 7.2.R.3 7.2.W.1 7.3.W.2 7.4.R.1,5</p> <p>8.1.R.1-3 8.1.W.1-2 8.2.R.3 8.2.W.1 8.3.W.2-4 8.4.R.1,5</p>	<p>Develop Accurate and Appropriate Procedural Fluency</p> <p>Develop Strategies for Problem Solving</p> <p>Develop Mathematical Reasoning</p> <p>Develop the Ability to Communicate Mathematically</p> <p>6.N.4.4 6.N.2</p> <p>7.N.1 7.A.2.2 7.D.1</p>

JA Finance Park

Unit Description	OK Academic Standards	OAS ELA	OAS Math
<p>Unit 3: Debit and Credit</p> <p>Students compare financial institutions and their services. Through discussion and a game activity, they also weigh the advantages and disadvantages of debit and credit. Students also examine the role that credit scores and credit reporting have on personal finances.</p> <p>Objectives</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define financial institutions and identify the services they provide. ▪ Examine debit and credit cards and their use. ▪ Explain the benefits and common pitfalls of credit cards. ▪ Explain the benefits of debit cards. ▪ Define credit score and describe how it influences the ability to get credit and borrow money. 	<p>Personal Financial Literacy</p> <p>PASS 3.1 Identify and compare the basic types of financial institutions.</p> <p>PASS 3.2 Describe and compare the most common financial products and services.</p> <p>PASS 4.1 Explain the reasons for balancing a checkbook and reconciling an account statement.</p> <p>PASS 4.2 Develop and apply banking account management skills</p> <p>PASS 7.1 Identify and analyze sources of credit and credit products.</p> <p>PASS 7.3 Explain the importance of establishing a positive credit history describe information contained in a credit report, and explain the factors that affect a credit score.</p> <p>PASS 8.1 Compare costs and benefits of using credit cards and making online purchases.</p> <p>PASS 8.2 Evaluate options for payments on credit cards.</p> <p>PASS 9.1 Describe ways to recognize and avoid identity theft. ^{ELO}</p> <p>PASS 10.1 Compare the costs and benefits of renting versus buying a home. ^{ELO}</p> <p>PASS 4.1 Explain the reasons for balancing a checkbook and reconciling an account statement. ^{ELO}</p> <p>PASS 4.2 Develop and apply banking account management skills ^{ELO}</p>	<p>6.1.R.1-3 6.1.W.1-2 6.2.R.3 6.2.W.1 6.4.R.1,5</p> <p>7.1.R.1-3 7.1.W.1-2 7.2.R.3 7.2.W.1 7.3.W.2-4 7.4.R.1,5</p> <p>8.1.R.1-3 8.1.W.1-2 8.2.R.3 8.2.W.1 8.3.W.2-4</p>	<p>Develop Strategies for Problem Solving</p> <p>Develop Mathematical Reasoning</p> <p>Develop the Ability to Communicate Mathematically</p> <p>6.N.4.4 6.N.2</p> <p>7.N.1 7.D.1</p>

JA Finance Park

Unit Description	OK Academic Standards	OAS ELA	OAS Math
<p>Unit 4: Budget+</p> <p>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Categorize spending by needs and wants. ▪ Compare teen and adult spending patterns. ▪ Determine which categories belong in a budget. ▪ Relate the need to save money to meet goals. ▪ Prepare a budget using goals and income. 	<p>Personal Financial Literacy</p> <p>PASS 1.2 Identify the components of a personal/family budget (e.g., income, savings/investments, taxes, emergency fund, expenses, and charitable giving) based on short, medium, and long term goals.</p>	<p>6.1.R.1-3 6.2.R.3 6.4.R.1,5 7.1.R.1-3 7.2.R.3 7.4.R.1,5 8.1.R.1-3 8.2.R.3</p>	<p>Develop Strategies for Problem Solving</p> <p>Develop Mathematical Reasoning</p> <p>Develop the Ability to Make Conjectures, Model and Generalize</p> <p>6.N.2 7.N.1 7.D.1</p>
<p>Unit 5: Simulation and Debriefing</p> <p>Students participate in the <i>JA Finance Park</i> simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Following their simulation experience, students participate in a reflective assessment.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Create a family budget using hypothetical life situations. ▪ Make saving and investment decisions. ▪ Reflect on their simulation experience. 	<p>Personal Financial Literacy</p> <p>PASS 7.3 Explain the importance of establishing a positive credit history describe information contained in a credit report, and explain the factors that affect a credit score.</p> <p>PASS 9.1 Describe ways to recognize and avoid identity theft.</p>	<p>6.1.R.1-3 6.4.R.1,5 6.2.W.1 6.3.R.7 6.3.W.3-4 7.1.R.1-3 7.4.R.1,5 7.2.W.1 7.3.W.2-4 8.1.R.1-3 8.2.W.1 8.3.W.2-4</p>	<p>Develop Accurate and Appropriate Procedural Fluency</p> <p>Develop Strategies for Problem Solving</p> <p>Develop Mathematical Reasoning</p> <p>Develop the Ability to Make Conjectures, Model and Generalize</p> <p>Develop the Ability to Communicate Mathematically</p> <p>6.N.4.4 6.N.2 7.N.1 7.A.2.2 7.D.1</p>

ELO- standard is supported by an Extended Learning Opportunity

JA Global Marketplace – Blended

Session Details	OK Academic Standards	OAS ELA Standards
<p>Session One: We're All Connected</p> <p>Students explore how it is possible that inventions and products traded between countries can change the world.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define international trade. ▪ Analyze how technology changes society by creating new jobs and making some jobs obsolete. ▪ Evaluate how technology innovation creates a global community. 	<p>Literacy Skills</p> <p>1:1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>6.1.R.1-3 6.1.W.1-2 6.2.R.3 6.2.W.1 6.3.R.7 6.3.W.2-4 6.4.R.1,5</p> <p>7.1.R.1-3 7.1.W.1-2 7.2.R.3 7.2.W.1 7.4.R.1,5</p> <p>8.1.R.1-3 8.1.W.1-2 8.2.R.3 8.2.W.1 8.4.R.1,5</p>
<p>Session Two: Know Your Neighbors</p> <p>Students analyze cultural differences that can make an impact on international business. They learn through characters at the FreeTrade Market the importance of being culturally aware.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge of cultural business practices around the world. ▪ Articulate the importance of cultural awareness and sensitivity in international business. 	<p>World Geography Content Skills</p> <p>Grade 6 2:5. Cite specific textual and visual evidence in order to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Western Hemisphere.</p> <p>Grade 6/7 4:1. Identify (compare/contrast) and describe cultural traits of language, ethnic heritage, social systems, religion, and traditions including how cultural diffusion impacts societies.</p> <p>Literacy Skills</p> <p>1:4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>6.1.R.1-3 6.1.W.1-2 6.2.R.3 6.4.R.1,5</p> <p>7.1.R.1-3 7.1.W.1-2 7.2.R.3 7.4.R.1,5</p> <p>8.1.R.1-3 8.1.W.1-2 8.2.R.3 8.4.R.1,5</p>

JA Global Marketplace – Blended

Session Details	OK Academic Standards	OAS ELA Standards
<p>Session Three: Want to Trade?</p> <p>Students examine how trade works, why countries trade with other countries, and evaluate whether a single country could be completely self-sufficient.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define interdependence and describe examples of multinational trade and its effect on a single product. ▪ Evaluate the pros and cons of trading with other countries. 	<p>World Geography Content Skills Grades 6/7</p> <p>1:4. Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth’s surface and to organize information about people, places, and environments.</p> <p>4: 4. Cite specific textual and visual evidence to explain patterns of global economic interdependence and world trade.</p> <p>Literacy Skills 1: 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>6.1.R.1-3 6.7.R.1-2 6.4.R.1,5 7.1.R.1-3 7.7.R.1-2 7.4.R.1,5 8.1.R.1-3 8.7.R.1-2 8.4.R.1,5</p>
<p>Session Four: Wide World of Work</p> <p>Students interview staff and customers at the FreeTrade Market to learn why people leave their home countries to work elsewhere and what is required to get an international job.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Explain how economic factors, like a job, can cause people to move to another country. ▪ Identify international career options and the requirements for that career, including a second language. ▪ Evaluate factors involved in working for an international organization. 	<p>World Geography Content Skills Grades 6/7 1:2. Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery.</p> <p>Personal Financial Literacy 1:1 Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living.</p> <p>Literacy Skills 1:3. Identify key steps in a text’s description of a process related to history/social studies.</p>	<p>6.1.R.1-3 6.1.W.1-2 6.2.R.3 6.2.W.1 6.3.R.7 6.3.W.2-4 6.4.R.1,5 7.1.R.1-3 7.1.W.1-2 7.2.R.3 7.2.W.1 7.4.R.1,5 8.1.R.1-3 8.1.W.1-2 8.2.R.3 8.2.W.1 8.4.R.1,5</p>

JA Global Marketplace – Blended

Session Details	OK Academic Standards	OAS ELA Standards
<p>Session Five: Tough Choices</p> <p>Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Analyze the ethical responsibility that business owners and consumers share with one another. ▪ Evaluate what obligation business owners have for the safety and security of their employees and customers. 	<p>World Geography Content Skills 5:5. Summarize the role of citizens as responsible stewards of natural resources and the environment.</p> <p>Literacy Skills 1:5. Describe how a text presents information.</p>	<p>6.1.R.1-3 6.1.W.1-2 6.2.R.3 6.2.W.1 6.4.R.1,5</p> <p>7.1.R.1-3 7.1.W.1-2 7.2.R.3 7.2.W.1 7.3.W.2 7.4.R.1,5</p> <p>8.1.R.1-3 8.1.W.1-2 8.2.R.3 8.2.W.1 8.3.W.2-4 8.4.R.1,5</p>
<p>Session Six: What Is Money Really Worth?</p> <p>Students compare the value of international currency as their FreeTrade Market businesses pay for goods.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how currency exchange affects international trade: ▪ Explain currency exchange rate ▪ Use an exchange rate calculator. ▪ Evaluate any obstacles to having a single global currency. 	<p>Literacy Skills 1:7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>6.1.R.1-3 6.7.R.1-2 6.4.R.1,5</p> <p>7.1.R.1-3 7.7.R.1-2 7.4.R.1,5</p> <p>8.1.R.1-3 8.7.R.1-2 8.4.R.1,5</p>
<p>Session Seven: Fair Trade</p> <p>Students examine a variety of trade barriers that are sometimes imposed by countries. They then go shopping in the market, where they face barriers and consequences that demonstrate the effects of international trade barriers.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define trade barriers and why they are used in international trade. ▪ Evaluate how free trade and trade barriers affect trade between countries. 	<p>Literacy Skills Standard 1: 8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>6.1.R.1-3 6.1.W.2 6.7.R.1-2 6.4.R.1,5</p> <p>7.1.R.1-3 7.1.W.2 7.7.R.1-2 7.4.R.1,5</p> <p>8.1.R.1-3 8.1.W.2 8.7.R.1-2 8.4.R.1,5</p>

JA It's My Business! – Blended

Session Details	OK Academic Standards	OAS ELA Standards
<p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship. ▪ Identify entrepreneurial characteristics and recognize strengths and areas of potential growth. 	<p>Personal Financial Literacy</p> <p>1:1 Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living.</p>	<p>6-8.1.R.2 6-8.4.R.1 6-8.6.R.1 8.2.R.1</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> <ul style="list-style-type: none"> ▪ Define market and need. ▪ Describe the importance of identifying market and need when entrepreneurs develop new product ideas. 	<p>PALS</p> <p>1:B.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>Personal Financial Literacy</p> <p>14.3 Identify tools to research a charitable organization’s mission/purpose, activities, and recipients.</p>	<p>6-8.1.R.1 6-8.1.R.2 6-8.1.R.3 6-8.2.W.2 6-8.4.R.1 8.2.R.1</p>
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation, and examine cutting edge, innovative new products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea. ▪ Recognize creativity and innovation as necessary entrepreneurial skills for starting a business. 	<p>PALS</p> <p>2:B.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>6-8.1.R.1 6-8.1.R.2 6-8.1.R.3 6-8.1.W.2 6-8.4.R.1 6-8.4.W.1</p>

JA It's My Business! – Blended

Session Details	OK Academic Standards	OAS ELA Standards
<p>Session Four: Market Research Students learn about the importance of obtaining market feedback about a new product idea. Groups practice developing survey questions, test their questions, and discuss ways to revise their questions to obtain more useful feedback about their product ideas.</p> <p>Objectives:</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>PALS 2:B.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 2:B.7 Conduct short research projects to answer a question drawing on several sources and generating additional, related, focused questions that allow for multiple avenues of exploration.</p>	<p>6-8.1.R.1 6-8.1.R.3 6-8.1.W.2 6-8.4.R.1 6-8.4.W.1 6/8.6.R.2 7/8.6.R.1</p>
<p>Session Five: Design and Prototype Students learn about the product design and prototype process. Each student creates a product sketch to showcase their product idea.</p> <p>Objectives:</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>PALS 1:A.3 Identify key steps in a text’s description of a process related to history/social studies. 1:C.7. Integrate visual information with other information in print and digital texts.</p>	<p>6-8.4.R.1 6-8.6.R.1 8.2.R.1</p>
<p>Session Six: Seek Funding Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups pitch their product idea to the volunteer and teacher. Guest judge(s) may be invited to award teams with faux start-up funds.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Discuss the elements that make a strong pitch presentation to potential investors. ▪ Work together to create and deliver a product pitch for potential funding. 	<p>Personal Financial Literacy 5:1 Explain reasons for saving and investing to meet goals and build wealth. 5:2 Identify and compare the costs and benefits of various investment strategies.</p>	<p>6-8.1.R.1 6-8.1.R.2 6-8.1.W.1 6-8.4.R.1 6-8.4.W.1 6.6.R.2 6/7.7.W.1 6/7.7.W.2 8.2.R.1</p>

JA It's My Future – Blended

Session Details	OK Academic Standards	OAS ELA Standards
<p>Session One: My Brand</p> <p>Students examine well-known businesses to learn about brand and reputation. They complete a personal brand worksheet to define their own brands and then design logos to represent themselves.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Recognize branding as a way to build a positive reputation, personally as well as in the business world. ▪ Design a logo that expresses their personal brand. 	<p>PALS</p> <p>1:B.5. Describe how a text present information.</p> <p>1:B.6 Identify aspects of a text that reveal an author’s point of view or purpose.</p>	<p>6-8.1.R.2 6-8.4.R.1 6-8.6.R.1 8.2.R.1</p>
<p>Session Two: Career Clusters</p> <p>Students are introduced to the 16 career clusters, take a career interest assessment, learn about potential jobs within their preferred cluster and then share job information with other classmates and discuss the importance of all jobs within a community.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to further explore. ▪ Understand the interconnectivity and value of all types of jobs. 	<p>Personal Financial Literacy</p> <p>1:1 Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living.</p>	<p>6-8.1.R.1 6-8.1.R.2 6-8.1.R.3 6-8.4.R.1</p>
<p>Session Three: High Growth Careers</p> <p>Students learn about declining and high-growth careers and possible reasons for changes in a job’s outlook. They are introduced to several high-growth occupations and have the opportunity to research growth careers in their preferred career clusters.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Recognize the difference between high-growth and declining careers. ▪ Identify specific careers that are forecasted to have high growth. 	<p>Personal Financial Literacy</p> <p>1:1 Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living.</p>	<p>6-8.1.R.1 6-8.1.R.2 6-8.1.R.3 6-8.4.R.1 6-8.2.R.1</p>

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Session Details	OK Academic Standards	OAS ELA Standards
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can provide transferable skills that contribute to future job success by looking at well-known celebrities and their paths to success. They learn about career maps by examining a sample and creating their own.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Identify experiences and activities related to foundational skills that are transferable to a future job. ▪ Plan the significant markers needed to earn a particular job. 	<p>PALS</p> <p>1:A.3 Identify key steps in a text’s description of a process related to history/social studies.</p> <p>1:C.7. Integrate visual information with other information in print and digital texts.</p>	<p>6-8.1.R.1 6-8.1.R.2 6-8.1.R.3 6-8.4.R.1</p>
<p>Session Five: On the Hunt</p> <p>Students learn about the process of looking, applying, and interviewing for a job. They read about the process and then play a game in which they must identify two truths and a myth about each topic.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews. 	<p>PALS</p> <p>2:B.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>6-8.1.R.1 6-8.1.R.2 6-8.1.R.3 6-8.2.R.1 6-8.4.R.1</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential to keep a job. They complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they role-play situations that require having strong soft skills.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Differentiate between technical skills and soft skills. ▪ Describe specific soft skills they already possess and those on which they need to improve. 	<p>PALS</p> <p>1:A.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>6-8.1.R.1 6-8.1.R.2 6-8.1.R.3 6-8.2.R.1 6-8.4.R.1</p>