

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



Updated October 2024

[2019 Oklahoma Social Studies Standards](#)

[Revised Oklahoma Personal Financial Literacy Standards](#)

[2022 Oklahoma Math Standards](#)

[2021 Oklahoma ELA Standards](#)

[Employability Skills](#)

Junior Achievement USA

12320 Oracle Blvd.

Ste 325

Colorado Springs, CO 80921

<https://jausa.ja.org>

# 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 Oklahoma Social Studies Standards and the Oklahoma Personal Financial Literacy Standards, as well as the Oklahoma standards in English/ Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

## JA Middle Grades Programs

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

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

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

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

[JA Inspire® Entry](#) is more than a career fair, it brings together the business community and local schools and is designed to help launch middle school students into their futures: high school, college, and careers beyond. (Grades 6-8)

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

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

[JA Excellence through Ethics®](#) Through JA Excellence through Ethics, students will learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community. (Grades 6-12)

[JA It's My Job® \(Soft Skills\)](#) will help students understand the value of professional communication and soft skills, making them more employable to future employers across multiple career clusters. (Grades 6-12)

[JA Company Program® Pop Up](#) 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	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	Oklahoma ELA and Math Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p>ELA</p> <p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.3.R.8 6.4.R.2-4 6.4.W.1-2 6.5.W.1-3 6.6.R.1-3 6.6.W.1,3 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.3.R.8 7.4.R.2-4 7.4.W.1-2 7.5.W.1-3 7.6.R.1-3 7.6.W.1,3 7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.3.R.8 8.4.R.2-4 8.4.W.1-2 8.5.W.1-3 8.6.R.1-3 8.6.W.1,3 8.7.R</p> <p><b>Math</b></p> <p>NA</p>

# JA Economics for Success

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	Oklahoma ELA and Math Standards
<p><b>Getting to Know Me</b>            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>NA</p>	<p><b>Personal Financial Literacy</b>            NA</p> <p><b>Employability Skills</b>            Communication</p> <ul style="list-style-type: none"> <li>• Speaks clearly and audibly.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>ELA</b></p> <p><b>Grade 6</b>            6.1.S.1-2            6.2.R.1            6.2.W.1,3-4            6.4.R.2-4            6.4.W.1-2            6.5.W.1-11</p> <p><b>Grade 7</b>            7.1.S.1-2            7.2.R.1            7.2.W.1,3-4            7.4.R.2-4            7.4.W.1-2            7.5.W.1-11</p> <p><b>Grade 8</b>            8.1.S.1-2            8.2.R.1            8.2.W.1,3-4            8.4.R.2-4            8.4.W.1-2            8.5.W.1-11</p> <p><b>Math</b>            NA</p>

# JA Economics for Success

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	Oklahoma ELA and Math Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> </ul> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Understands which academic knowledge and skills are most relevant to work tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Writes using technical or work-specific vocabulary accurately.</li> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>6.1.S.1-2 6.2.R.1 6.3.R.8 6.4.R.2-4 6.4.W.1-2 6.5.W.1-11</p> <p><b>Grade 7</b></p> <p>7.1.S.1-2 7.2.R.1 7.3.R.8 7.4.R.2-4 7.4.W.1-2 7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.1.S.1-2 8.2.R.1 8.3.R.8 8.4.R.2-4 8.4.W.1-2 8.5.W.1-11</p> <p><b>Math</b></p> <p>NA</p>

# JA Economics for Success

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	Oklahoma ELA and Math Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Understands which academic knowledge and skills are most relevant to work tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.2.W.5 6.3.R.8 6.4.R.2-4 6.4.W.1-2 6.5.W.1-11</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.2.W.5 7.3.R.8 7.4.R.2-4 7.4.W.1-2 7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.2.W.5 8.3.R.8 8.4.R.2-4 8.4.W.1-2 8.5.W.1-11</p> <p><b>Math</b></p> <p>NA</p>
<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> </ul>	8.3.10 Describe the responsibilities of United States citizens such as: [A. registering and voting in public elections B. engaging in informed civil discourse C. serving on a jury] D. paying taxes [E. obeying laws F. registering for military service]	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p>PFL 1.3 Explain how to manage personal income and expenses to be a financially responsible citizen.</p> <p>A. Identify factors that can affect</p>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>6.1.L.2 6.1.S.1-2 6.2.R.1 6.2.W.5 6.3.R.8 6.4.R.2-4 6.4.W.1-2 6.5.W.1-11 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.L.2 7.1.S.1-2</p>

# JA Economics for Success

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	Oklahoma ELA and Math Standards
<ul style="list-style-type: none"> <li>Explore career-based solutions for income planning.</li> <li>Reflect on the personal impact of saving money.</li> </ul>		<p>income by describing the basic components of a paystub, including gross pay, net pay, and deductions (e.g., federal and state income tax, FICA, and voluntary deductions).</p> <p>PFL 2.1 Analyze the obligation of paying taxes and how individuals, as well as communities, might benefit from taxes.</p> <p>A. Identify and explain various types of taxes, including income, payroll, sales, and property taxes, and when these types of taxes are due.</p> <p>PFL 5.1 Explain reasons for saving and investing (e.g., major purchases, education, and emergencies) as strategies used for meeting financial goals and building wealth over the short or long term.</p> <p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p>7.2.R.1 7.2.W.5 7.3.R.8 7.4.R.2-4 7.4.W.1-2 7.5.W.1-11 7.7.R <b>Grade 8</b> 8.1.L.2 8.1.S.1-2 8.2.R.1 8.2.W.5 8.3.R.8 8.4.R.2-4 8.4.W.1-2 8.5.W.1-11 8.7.R <b>Math</b> 6.N.3.3 6.N.4.3 7.A.2.2 7.N.2.5</p>

# JA Economics for Success

<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>8.3.10 Describe the responsibilities of United States citizens such as: [A. registering and voting in public elections B. engaging in informed civil discourse C. serving on a jury] D. paying taxes [E. obeying laws F. registering for military service]</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>PFL 1.3 Explain how to manage personal income and expenses to be a financially responsible citizen.</p> <p>PFL 1.5 Explain how fiscally responsible individuals use various strategies and spending plans for tracking their income and expenses, both anticipated and unanticipated.</p> <p>PFL 2.1 Analyze the obligation of paying taxes and how individuals, as well as communities, might benefit from taxes.</p> <p><b>Employability Skills</b></p> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Understands which academic knowledge and skills are most relevant to work tasks.</li> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>6.1.S.1-3</p> <p>6.2.R.1</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-11</p> <p>6.6.R.1-3</p> <p>6.6.W.1,3</p> <p>6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3</p> <p>7.2.R.1</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-11</p> <p>7.6.R.1-3</p> <p>7.6.W.1,3</p> <p>7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3</p> <p>8.2.R.1</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-11</p> <p>8.6.R.1-3</p> <p>8.6.W.1,3</p> <p>8.7.R</p> <p><b>Math</b></p> <p>6.N.2.3</p> <p>7.N.2.5</p>
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# JA Economics for Success

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	Oklahoma ELA and Math Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>PFL 1.3 Explain how to manage personal income and expenses to be a financially responsible citizen.</p> <p>PFL 1.4 Identify the components of a personal/family budget (e.g., income, savings/investments, taxes, emergency fund, expenses, and charitable giving) based on specific goals (e.g., financial, personal, educational, and career).</p> <p>PFL 1.5 Explain how fiscally responsible individuals use various strategies and spending plans for tracking their income and expenses, both anticipated and unanticipated.</p> <p>PFL 4.1 Analyze the purpose of maintaining accurate financial accounts.</p> <p>PFL 5.1 Explain reasons for saving and investing (e.g., major purchases, education, and emergencies) as strategies used for meeting financial goals and building wealth over the short or long term.</p> <p><b>Employability Skills</b></p> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Understands which academic knowledge and skills are most relevant to work tasks.</li> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.3.R.8 6.4.R.2-4 6.4.W.1-2 6.5.W.1-3 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.3.R.8 7.4.R.2-4 7.4.W.1-2 7.5.W.1-3 7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.3.R.8 8.4.R.2-4 8.4.W.1-2 8.5.W.1-3 8.7.R</p> <p><b>Math</b></p> <p>6.N.2.3 7.N.2.5 6.N.4.4</p>

# JA Economics for Success

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	Oklahoma ELA and Math Standards
<p><b>Paying for My Wants and Needs</b> 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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.5 Explain how fiscally responsible individuals use various strategies and spending plans for tracking their income and expenses, both anticipated and unanticipated.</p> <p>PFL 3.2 Compare financial products and services offered to consumers, including their risks and protections.</p> <p>PFL 4.1 Analyze the purpose of maintaining accurate financial accounts.</p> <p>PFL 7.1 Compare sources and products related to borrowing money.</p> <p>PFL 8.1 Evaluate the costs and benefits of using credit cards for purchasing goods and services.</p> <p><b>Employability Skills</b></p> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Understands which academic knowledge and skills are most relevant to work tasks.</li> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.3.R.8 6.4.R.2-4 6.4.W.1-2 6.5.W.1-3 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.3.R.8 7.4.R.2-4 7.4.W.1-2 7.5.W.1-3 7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.3.R.8 8.4.R.2-4 8.4.W.1-2 8.5.W.1-3 8.7.R</p> <p><b>Math</b></p> <p>6.N.2.3, 3.3 7.A.2.2, 2.5</p>

# JA Economics for Success

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	Oklahoma ELA and Math Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 7.2 Analyze how one’s credit history impacts borrowing money and maintaining credit.</p> <p>PFL 7.3 Describe the process of borrowing money.</p> <p>PFL 7.4 Analyze the responsibilities and consequences of borrowing money.</p> <p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> </ul> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>• Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Speaks clearly and audibly.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.2.W.5 6.3.R.8 6.4.R.2-4 6.4.W.1-2 6.5.W.1-11 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.2.W.5 7.3.R.8 7.4.R.2-4 7.4.W.1-2 7.5.W.1-11 7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.2.W.5 8.3.R.8 8.4.R.2-4 8.4.W.1-2 8.5.W.1-11</p> <p><b>Math</b></p> <p>6.N.2.3 7.N.2.5</p>

# JA Economics for Success

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	Oklahoma ELA and Math Standards
<p><b>My Ride on the Financial Roller Coaster</b></p> <p>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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 3.2 Compare financial products and services offered to consumers, including their risks and protections.</p> <p>PFL 11.1 Describe common risks to individuals, their property and investments, caused by situations such as illness, accidents, and natural catastrophes.</p> <p>PFL 11.2 Explain the importance of insurance as a risk management strategy used by financially responsible individuals.</p> <p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> </ul> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.2.W.5 6.3.R.8 6.4.R.2-4 6.4.W.1-2 6.5.W.1-11 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.2.W.5 7.3.R.8 7.4.R.2-4 7.4.W.1-2 7.5.W.1-11 7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.2.W.5 8.3.R.8 8.4.R.2-4 8.4.W.1-2 8.5.W.1-11 8.7.R</p> <p><b>Math</b></p> <p>NA</p>

# JA Global Marketplace

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<p><b>Session One: Business and Customer</b></p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify what a business gains from an exchange with a customer.</li> <li>Identify what a customer gains from an exchange with a business.</li> <li>Define ethics and ethical dilemma (Deeper Look).</li> <li>Identify the stakeholders of a business.</li> <li>Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look).</li> </ul>	<p>6.3.9 Describe benefits and limitations of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships.</p> <p>7.2.2 Describe the distribution of major renewable and nonrenewable resources of each region.</p> <p>7.3.9 Identify and explain the advantages and disadvantages of traditional market and command economic systems.</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Respects individual differences.</li> <li>Responds well to feedback.</li> <li>Responds to the needs of customers.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-2</p> <p>2.R.1</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>W.1-11</p> <p>6.7.W</p>
<p><b>Session Two: Business and Culture</b></p> <p>Students learn that businesses must understand cultural differences to meet customers' needs and make a profit in different countries.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify business-related, cultural differences throughout the world.</li> <li>Explain the need for international businesses to consider their customers' cultural differences to provide for the customer and make a profit.</li> <li>Identify cultural differences throughout the world that affect social interaction and communication.</li> </ul>	<p>6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.</p> <p>6.5.2 Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.</p> <p>7.3.2 Compare common cultural traits, including language, ethnic heritage, social systems, and traditions.</p> <p>7.5.2 Describe how cultural diffusion, both voluntary and forced, impacts society.</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Respects individual differences.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1. S.1-3</p> <p>2.R.1</p> <p>3.R.8</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p> <p>6.R.1</p> <p>6.W.1</p> <p>7.W</p>

# JA Global Marketplace

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<p><b>Session Three: Global Trade</b></p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify reasons why countries trade.</li> <li>▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs.</li> <li>▪ Apply key terms related to trade.</li> <li>▪ Describe how improvements in technology can influence international trade.</li> </ul>	<p>6.3.9 Describe benefits and limitations of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships.</p> <p>6.5.3 Describe patterns of global economic interdependence and trade, including the concepts of balance of trade and supply and demand; [compare measures of economic growth including Gross Domestic Product (GDP) and Gross National Product (GNP)].</p> <p>6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.</p> <p>7.2.3 Explain how the competition for scarce resources can cause economic and political conflict and cooperation.</p> <p>7.3.9 Identify and explain the advantages and disadvantages of traditional market and command economic systems.</p> <p>7.5.3 Explain patterns of global interdependence and world trade, including the impact of changing technology on trade routes.</p> <p>7.5.6 Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Speaks clearly and audibly.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Works as part of team.</li> <li>• Follows team norms.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p>

# JA Global Marketplace

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define specialization.</li> <li>Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs.</li> <li>Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country.</li> </ul>	<p>6.3.9 Describe benefits and limitations of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships.</p> <p>6.5.3 Describe patterns of global economic interdependence and trade, including the concepts of balance of trade and supply and demand; [compare measures of economic growth including Gross Domestic Product (GDP) and Gross National Product (GNP)].</p> <p>6.5.4 Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.</p> <p>6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.</p> <p>7.2.3 Explain how the competition for scarce resources can cause economic and political conflict and cooperation.</p> <p>7.3.9 Identify and explain the advantages and disadvantages of traditional market and command economic systems.</p> <p>7.5.3 Explain patterns of global interdependence and world trade, including the impact of changing technology on trade routes.</p> <p>7.5.4 Explain patterns of global economic interdependence and world trade, focusing on the concepts of balance of trade, supply and demand; [compare the economic measurements of productivity, Gross Domestic Product (GDP) and Gross National Product (GNP)].</p> <p>7.5.5 Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.</p> <p>7.5.6 Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>Asks clarifying questions regarding technical or work-specific written materials.</li> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul> <p>Systems thinking</p> <ul style="list-style-type: none"> <li>Understands how personal job duties contribute to the organization.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-2</p> <p>2.R.1</p> <p>3.R.8</p> <p>4.R.2-4</p> <p>4.W.1-2</p> <p>5.W.1-3</p> <p>6.7.W</p>

# JA Global Marketplace

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<p><b>Session Five: Trade Barriers</b></p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify examples of trade barriers.</li> <li>Analyze the consequences of trade barriers on businesses, employees, and customers.</li> <li>Explain why balance of trade matters to businesses, customers, and employees.</li> </ul>	<p>6.3.9 Describe benefits and limitations of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships.</p> <p>6.5.3 Describe patterns of global economic interdependence and trade, including the concepts of balance of trade and supply and demand; [compare measures of economic growth including Gross Domestic Product (GDP) and Gross National Product (GNP)].</p> <p>6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.</p> <p>7.2.3 Explain how the competition for scarce resources can cause economic and political conflict and cooperation.</p> <p>7.3.9 Identify and explain the advantages and disadvantages of traditional market and command economic systems.</p> <p>7.5.3 Explain patterns of global interdependence and world trade, including the impact of changing technology on trade routes.</p> <p>7.5.6 Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 2.1 Analyze the obligation of paying taxes and how individuals, as well as communities, might benefit from taxes.</p> <p>A. Identify and explain various types of taxes, including income, payroll, sales, and property taxes, and when these types of taxes are due.</p> <p>B. Describe some of the uses for taxation at the local, state, and federal levels (e.g., infrastructure, public safety, and courts of law).</p> <p><b>Employability Skills</b></p> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>Uses reliable sources to identify information.</li> <li>Identifies which information is relevant and important to tasks.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Works as part of team.</li> <li>Follows team norms.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-2</p> <p>2.R.1</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p>
<p><b>Session Six: Currency</b></p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define currency and exchange rate.</li> <li>Recognize that different countries have different forms of currency.</li> <li>Recognize that each currency has a different value, which is determined through a variable exchange rate.</li> </ul>	<p>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Technology Use</p> <ul style="list-style-type: none"> <li>Understands which technologies are needed to complete specific workplace tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-2</p> <p>2.R.1</p> <p>4.R.1-4</p> <p>6.4.W.1-2</p> <p>5..1-3</p> <p>6.7.W</p>



# JA Global Marketplace

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<p><b>Session Seven: Global Workforce</b></p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages.</li> <li>Express specific steps that would need to be taken to obtain work in another country.</li> <li>Recognize the value of a second language for future job opportunities.</li> </ul>	<p>6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.</p> <p>6.5.2 Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.</p> <p>6.5.4 Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.</p> <p>7.3.2 Compare common cultural traits, including language, ethnic heritage, social systems, and traditions.</p> <p>7.5.2 Describe how cultural diffusion, both voluntary and forced, impacts society.</p> <p>7.5.5 Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>Responds to verbal and nonverbal cues from others.</li> <li>Asks clarifying questions regarding technical or work-specific written materials.</li> <li>Speaks clearly and audibly.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Works as part of team.</li> <li>Follows team norms.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>3.R.8</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p> <p>6.7.W</p>

# JA It's My Business!

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>• Demonstrates a willingness to learn and listen to directions.</li> <li>• Maintains a positive attitude.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Works as part of team.</li> <li>• Follows team norms.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-2</p> <p>2.R.1</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p> <p>6.7.W</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>6.3.9 Describe benefits and limitations of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships.</p> <p>7.3.9 Identify and explain the advantages and disadvantages of traditional market and command economic systems.</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Asks questions to complete tasks.</li> <li>• Responds to the needs of customers.</li> <li>• Works as part of team.</li> <li>• Follows team norms.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>3.R.8</p> <p>4.R.1-4</p> <p>4.W.-2</p> <p>5.W.1-11</p> <p>6.7.W</p>

# JA It's My Business!

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Reads materials specific to work or tasks.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Works as part of team.</li> <li>Follows team norms.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>3.R.8</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p> <p>6.7.W</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>	NA	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Asks clarifying questions regarding technical or work-specific written materials.</li> <li>Writes using technical or work-specific vocabulary accurately.</li> <li>Writes work-specific materials using correct grammar, syntax, and spelling.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Works as part of team.</li> <li>Follows team norms.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-2</p> <p>2.R.1</p> <p>3.R.8</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p> <p>6-7.7.W</p>

# JA It's My Business!

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> </ul> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Applies information to complete tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Works as part of team.</li> <li>Follows team norms.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p> <p>7.W</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><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Properly credits others.</li> <li>Maintains a positive attitude.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Uses appropriate and professional workplace language.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul> <p>Applied Academics</p> <ul style="list-style-type: none"> <li>Understands which academic knowledge and skills are most relevant to work tasks.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands how personal job duties contribute to the organization.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Works as part of team.</li> <li>Follows team norms.</li> </ul>	<p><b>Grade 6</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>4.R.2-4</p> <p>4.W.2</p> <p>5.W.1-11</p> <p>7.W</p>

# JA It's My Future

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Speaks clearly and audibly.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.4.R.1-4 6.4.W.1-2 6.5.W.1-11 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.4.R.1-4 7.4.W.1-2 7.5.W.1-11 7.7.W</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.4.R.1-4 8.4.W.1-2 8.5.W.1-11 8.7.W</p>

# JA It's My Future

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual's financial plan and goals.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Respects individual differences.</li> <li>• Responds well to feedback.</li> <li>• Asks questions to complete tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Reads materials specific to work or tasks.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3</p> <p>6.2.R.1</p> <p>6.3.R.8</p> <p>6.4.R.1-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-11</p> <p>6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3</p> <p>7.2.R.1</p> <p>7.3.R.8</p> <p>7.4.R.1-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3</p> <p>8.2.R.1</p> <p>8.3.R.8</p> <p>8.4.R.1-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-11</p>

# JA It's My Future

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual's financial plan and goals.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands job description and duties.</li> </ul> <p>Technology Use</p> <ul style="list-style-type: none"> <li>Understands which technologies are necessary for the job or career.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-2</p> <p>6.2.R.1</p> <p>6.3.R.8</p> <p>6.4.R.1-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-11</p> <p>6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-2</p> <p>7.2.R.1</p> <p>7.3.R.8</p> <p>7.4.R.1-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.1.S.1-2</p> <p>8.2.R.1</p> <p>8.3.R.8</p> <p>8.4.R.2-4</p> <p>8.4.W.2</p> <p>8.5.W.1-11</p>

# JA It's My Future

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual's financial plan and goals.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Sets specific task, project, and/or career goal(s).</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.4.R.1-4 6.4.W.1-2 6.5.W.1-11 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.4.R.1-4 7.4.W.1-2 7.5.W.1-11 7.7.W</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.4.R.1-4 8.4.W.1-2 8.5.W.1-11 8.7.W</p>



# JA It's My Future

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Respects individual differences.</li> <li>• Responds well to feedback.</li> <li>• Asks questions to complete tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3</p> <p>6.2.R.1</p> <p>6.3.R.8</p> <p>6.4.R.1-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-11</p> <p>6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3</p> <p>7.2.R.1</p> <p>7.3.R.8</p> <p>7.4.R.2-4</p> <p>7.4.W.2</p> <p>7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3</p> <p>8.2.R.1</p> <p>8.3.R.8</p> <p>8.4.R.2-4</p> <p>8.4.W.2</p> <p>8.5.W.1-11</p>

# JA It's My Future

Session Details	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Respects individual differences.</li> <li>• Responds well to feedback.</li> <li>• Asks questions to complete tasks.</li> <li>• Works as part of team.</li> <li>• Follows team norms.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> <li>• Speaks clearly and audibly.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Proposes familiar approaches to address workplace challenges or complete tasks.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3</p> <p>6.2.R.1</p> <p>6.4.R.1-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-11</p> <p>6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3</p> <p>7.2.R.1</p> <p>7.4.R.1-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-11</p> <p>7.7.W</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3</p> <p>8.2.R.1</p> <p>8.4.R.1-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-11</p> <p>8.7.W</p>

# JA Inspire

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> </ul>	<p><b>Grade 6</b></p> <p>6.3.R.7-8</p> <p>6.4.R.1-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-3</p> <p><b>Grade 7</b></p> <p>7.3.R.7-8</p> <p>7.4.R.1-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-3</p> <p><b>Grade 8</b></p> <p>8.3.R.7-8</p> <p>8.4.R.1-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-3</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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> </ul>	<p><b>Grade 6</b></p> <p>6.2.W.1,3-5</p> <p>6.3.R.7-8</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-11</p> <p><b>Grade 7</b></p> <p>7.2.W.1,3-5</p> <p>7.3.R.7-8</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.2.W.1,3-5</p> <p>8.3.R.7-8</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-11</p>

# JA Inspire

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual's financial plan and goals.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> </ul>	<p><b>Grade 6</b></p> <p>6.3.R.7-8</p> <p>6.4.R.1-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-3</p> <p><b>Grade 7</b></p> <p>7.3.R.7-8</p> <p>7.4.R.1-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-3</p> <p><b>Grade 8</b></p> <p>8.3.R.7-8</p> <p>8.4.R.1-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-3</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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual's financial plan and goals.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> </ul>	<p><b>Grade 6</b></p> <p>6.2.W.1,3-5</p> <p>6.3.R.7-8</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-11</p> <p><b>Grade 7</b></p> <p>7.2.W.1,3-5</p> <p>7.3.R.7-8</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.2.W.1,3-5</p> <p>8.3.R.7-8</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-11</p>

# JA Inspire

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>Uses appropriate and professional workplace language.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> </ul>	<p><b>Grade 6</b></p> <p>6.3.R.7-8</p> <p>6.4.R.1-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-3</p> <p><b>Grade 7</b></p> <p>7.3.R.7-8</p> <p>7.4.R.1-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-3</p> <p><b>Grade 8</b></p> <p>8.3.R.7-8</p> <p>8.4.R.1-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-3</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><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>Uses appropriate and professional workplace language.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> </ul>	<p><b>Grade 6</b></p> <p>6.2.W.1,3-5</p> <p>6.3.R.7-8</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-11</p> <p><b>Grade 7</b></p> <p>7.2.W.1,3-5</p> <p>7.3.R.7-8</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.2.W.1,3-5</p> <p>8.3.R.7-8</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-11</p>

# JA Inspire

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Sets specific task, project, and/or career goal(s).</li> </ul>	<p><b>Grade 6</b></p> <p>6.3.R.7-8 6.4.R.1-4 6.4.W.1-2 6.5.W.1-3</p> <p><b>Grade 7</b></p> <p>7.3.R.7-8 7.4.R.1-4 7.4.W.1-2 7.5.W.1-3</p> <p><b>Grade 8</b></p> <p>8.3.R.7-8 8.4.R.1-4 8.4.W.1-2 8.5.W.1-3</p>

# JA Career Exploration Fair

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-2</p> <p>6.2.R.1</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1</p> <p>6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-2</p> <p>7.2.R.1</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-2</p> <p>8.2.R.1</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.7.R</p>

# JA Career Exploration Fair

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> <li>• Speaks clearly and audibly.</li> </ul> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>• Follows rules and safety procedures.</li> <li>• Dresses appropriately.</li> <li>• Is respectful to others.</li> <li>• Demonstrates a willingness to learn and listen to directions.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-2 6.2.R.1 6.4.R.2-4 6.4.W.1-2 6.5.W.1 6.6.R.1 6.6.W.1 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-2 7.2.R.1 7.4.R.2-4 7.4.W.1-2 7.6.R.1 7.6.W.1 7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-2 8.2.R.1 8.4.R.2-4 8.4.W.1-2 8.6.R.1 8.6.W.1 8.7.R</p>



# JA Career Exploration Fair

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Sets specific task, project, and/or career goal(s).</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Writes using technical or work-specific vocabulary accurately.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-2</p> <p>6.2.R.1</p> <p>6.3.R.7</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1</p> <p>6.6.R.1</p> <p>6.6.W.1</p> <p>6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-2</p> <p>7.2.R.1</p> <p>7.3.R.7</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.6.R.1</p> <p>7.6.W.1</p> <p>7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-2</p> <p>8.2.R.1</p> <p>8.3.R.7</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.6.R.1</p> <p>8.6.W.1</p> <p>8.7.R</p>

# JA Career Speaker Series

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-2</p> <p>6.2.R.1</p> <p>6.3.R.8</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1</p> <p>6.6.R.1</p> <p>6.6.W.1</p> <p>6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-2</p> <p>7.2.R.1</p> <p>7.3.R.8</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.6.R.1</p> <p>7.6.W.1</p> <p>7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.S.1-2</p> <p>8.2.R.1</p> <p>8.3.R.8</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.6.R.1</p> <p>8.6.W.1</p> <p>8.7.R</p>

# JA Career Speaker Series

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> <li>• Speaks clearly and audibly.</li> </ul> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>• Follows rules and safety procedures.</li> <li>• Dresses appropriately.</li> <li>• Is respectful to others.</li> <li>• Demonstrates a willingness to learn and listen to directions.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-2</p> <p>6.2.R.1</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1</p> <p>6.6.R.1</p> <p>6.6.W.1</p> <p><b>Grade 7</b></p> <p>7.1.S.1-2</p> <p>7.2.R.1</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.6.R.1</p> <p>7.6.W.1</p> <p><b>Grade 8</b></p> <p>8.1.S.1-2</p> <p>8.2.R.1</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.6.R.1</p> <p>8.6.W.1</p>

# JA Career Speaker Series

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>B. Analyze how income, career choice, and entrepreneurship impact an individual’s financial plan and goals.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Writes using technical or work-specific vocabulary accurately.</li> <li>• Writes work-specific materials using correct grammar, syntax, and spelling.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-2 6.2.R.1 6.3.W.2 6.4.R.2-4 6.4.W.1-2 6.5.W.1 6.6.R.1 6.6.W.1</p> <p><b>Grade 7</b></p> <p>7.1.S.1-2 7.2.R.1 7.3.W.2 7.4.R.2-4 7.4.W.1-2 7.6.R.1 7.6.W.1</p> <p><b>Grade 8</b></p> <p>8.1.S.1-2 8.2.R.1 8.3.W.2 8.4.R.2-4 8.4.W.1-2 8.6.R.1 8.6.W.1</p>

# JA Excellence through Ethics

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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 affect 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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> <li>• Speaks clearly and audibly.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> <li>• Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>• Follows rules and safety procedures.</li> <li>• Is respectful to others.</li> <li>• Demonstrates a willingness to learn and listen to directions.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.L.2</p> <p>6.1.S.1-3</p> <p>6.2.R.1</p> <p>6.3.R.8</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1</p> <p>6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.L.2</p> <p>7.1.S.1-3</p> <p>7.2.R.1</p> <p>7.3.R.8</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.7.R</p> <p><b>Grade 8</b></p> <p>8.1.L.2</p> <p>8.1.S.1-3</p> <p>8.2.R.1</p> <p>8.3.R.8</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.7.R</p>

# JA Excellence through Ethics

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Speaks clearly and audibly.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.L.2</p> <p>6.1.S.1-2</p> <p>6.2.R.1</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1</p> <p><b>Grade 7</b></p> <p>7.1.L.2</p> <p>7.1.S.1-2</p> <p>7.2.R.1</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p><b>Grade 8</b></p> <p>8.1.L.2</p> <p>8.1.S.1-2</p> <p>8.2.R.1</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p>

## JA It's My Job (Soft Skills)

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Works as part of team.</li> <li>• Follows team norms.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.3.R.8 6.4.R.2-4 6.4.W.1-2 6.5.W.1-11</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.3.R.8 7.4.R.2-4 7.4.W.1-2 7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.3.R.8 8.4.R.2-4 8.4.W.1-2 8.5.W.1-11</p>

## JA It's My Job (Soft Skills)

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Writes using technical or work-specific vocabulary.</li> </ul> <p>Professionalism</p> <ul style="list-style-type: none"> <li>• Properly credits others.</li> <li>• Maintains a positive attitude.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Identifies which information is relevant and important to tasks.</li> <li>• Applies information to complete tasks.</li> <li>• Organizes information based on clear patterns.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-2</p> <p>6.2.R.1</p> <p>6.4.R.2-4</p> <p>6.4.W.1-2</p> <p>6.5.W.1-11</p> <p><b>Grade 7</b></p> <p>7.1.S.1-2</p> <p>7.2.R.1</p> <p>7.4.R.2-4</p> <p>7.4.W.1-2</p> <p>7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.1.S.1-2</p> <p>8.2.R.1</p> <p>8.4.R.2-4</p> <p>8.4.W.1-2</p> <p>8.5.W.1-11</p>



## JA It's My Job (Soft Skills)

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>NA</p>	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>C. Evaluate the relationship between a person’s human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>• Understands how personal job duties contribute to the organization.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.4.R.2-4 6.4.W.1-2 6.5.W.1-11</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.4.R.2-4 7.4.W.1-2 7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.4.R.2-4 8.4.W.1-2 8.5.W.1-11</p>

## JA It's My Job (Soft Skills)

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.4.R.2-4 6.4.W.1-2 6.5.W.1-3 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.4.R.2-4 7.4.W.1-2 7.5.W.1-3 7.7.W</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.4.R.2-4 8.4.W.1-2 8.5.W.1-3 8.7.W</p>

## JA It's My Job (Soft Skills)

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>• Understands how personal job duties contribute to the organization.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.4.R.2-4 6.4.W.1-2 6.5.W.1-3 6.7.W</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.4.R.2-4 7.4.W.1-2 7.5.W.1-3 7.7.W</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.4.R.2-4 8.4.W.1-2 8.5.W.1-3 8.7.W</p>

## JA It's My Job (Soft Skills)

Session Descriptions	2019 Oklahoma Social Studies Standards	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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>	NA	<p><b>Personal Financial Literacy</b></p> <p>PFL 1.1 Describe the value of work and how individuals are responsible for their own financial decisions, as well as subsequent consequences.</p> <p>C. Evaluate the relationship between a person's human capital (e.g., education, skills, training, interests, initiative) and their earning potential.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Uses appropriate and professional workplace language.</li> <li>• Responds to verbal and nonverbal cues from others.</li> <li>• Writes using technical or work-specific vocabulary.</li> <li>• Writes workspecific materials using correct grammar, syntax, and spelling.</li> </ul>	<p><b>Grade 6</b></p> <p>6.1.S.1-3 6.2.R.1 6.2.W.1,3-5 6.4.R.2-4 6.4.W.1-2 6.5.W.1-11</p> <p><b>Grade 7</b></p> <p>7.1.S.1-3 7.2.R.1 7.2.W.1,3-5 7.4.R.2-4 7.4.W.1-2 7.5.W.1-11</p> <p><b>Grade 8</b></p> <p>8.1.S.1-3 8.2.R.1 8.2.W.1,3-5 8.4.R.2-4 8.4.W.1-2 8.5.W.1-11</p>

# JA Company Program Pop Up

Session Descriptions	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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><b>Personal Financial Literacy</b></p> <p>PFL 14.1 Explain civic responsibilities and opportunities related to charitable giving.</p> <p>A. Describe reasons why individuals engage in charitable giving, such as personal reward, community improvement, and tax deduction.</p> <p>B. Compare different ways in which individuals can donate to charity, including monetary gifts, gifts-in-kind, and volunteer service.</p> <p>C. Describe how charitable giving can fit into one’s spending plan.</p> <p>PFL 14.2 Analyze the importance of charitable giving.</p> <p>A. Describe the impact of charitable giving on the entity receiving the gift, such as improved quality of life and emergency relief.</p> <p>B. Analyze the impact of charitable giving on the community at large, including local development and improved standard of living.</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Respects individual differences.</li> <li>• Responds well to feedback.</li> <li>• Works as part of team.</li> <li>• Follows team norms.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Speaks clearly and audibly.</li> <li>• Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-2</p> <p>2.R.1</p> <p>4.R.2-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p> <p>7.W</p>

# JA Company Program Pop Up

Session Descriptions	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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><b>Personal Financial Literacy</b> NA</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Interacts politely with customers.</li> <li>Responds to the needs of customers.</li> <li>Works as part of team.</li> <li>Follows team norms.</li> </ul> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Understands which academic knowledge and skills are most relevant to work tasks.</li> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> </ul> <p>Technology Use</p> <ul style="list-style-type: none"> <li>Understands which technologies are needed to complete specific workplace tasks.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>Identifies which information is relevant and important to tasks.</li> <li>Applies information to complete tasks.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3 2.R.1 3.R.8 4.R.1-4 4.W.1-2 5.W.1-11 6.R.1 6.W.1 7.W</p>
<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</li> </ul>	<p><b>Personal Financial Literacy</b> NA</p> <p><b>Employability Skills</b></p> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Understands which academic knowledge and skills are most relevant to work tasks.</li> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> <li>Specifies timeline to achieve goal(s).</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Respects individual differences.</li> <li>Responds well to feedback.</li> <li>Works as part of team.</li> <li>Follows team norms.</li> </ul> <p>Technology Use</p> <ul style="list-style-type: none"> <li>Understands which technologies are needed to complete specific workplace tasks.</li> </ul> <p>Resource Management</p>	<p><b>Grade 6-8</b></p> <p>1.S.1-3 2.R.1 3.R.8 4.R.1-4 4.W.1-2 5.W.1-11 6.R.1 6.W.1 7.W</p>

# JA Company Program Pop Up

Session Descriptions	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<p>personal role on the pop-up team.</p> <ul style="list-style-type: none"> <li>Draft a timeline of tasks and associated due dates needed to meet the company's goals.</li> </ul>	<ul style="list-style-type: none"> <li>Understands staff roles and value of their time.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>Identifies which information is relevant and important to tasks.</li> <li>Applies information to complete tasks.</li> <li>Organizes information based on clear patterns.</li> </ul>	
<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><b>Personal Financial Literacy</b></p> <p>PFL 14.1 Explain civic responsibilities and opportunities related to charitable giving.</p> <p>A. Describe reasons why individuals engage in charitable giving, such as personal reward, community improvement, and tax deduction.</p> <p>B. Compare different ways in which individuals can donate to charity, including monetary gifts, gifts-in-kind, and volunteer service.</p> <p>PFL 14.2 Analyze the importance of charitable giving.</p> <p>A. Describe the impact of charitable giving on the entity receiving the gift, such as improved quality of life and emergency relief.</p> <p>B. Analyze the impact of charitable giving on the community at large, including local development and improved standard of living.</p> <p><b>Employability Skills</b></p> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Understands which academic knowledge and skills are most relevant to work tasks.</li> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Respects individual differences.</li> <li>Responds well to feedback.</li> <li>Works as part of team.</li> <li>Follows team norms.</li> </ul> <p>Technology Use</p> <ul style="list-style-type: none"> <li>Understands which technologies are needed to complete specific workplace tasks.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>Identifies which information is relevant and important to tasks.</li> <li>Applies information to complete tasks.</li> <li>Organizes information based on clear patterns.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p>

# JA Company Program Pop Up

Session Descriptions	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Technology Use</p> <ul style="list-style-type: none"> <li>• Understands which technologies are needed to complete specific workplace tasks.</li> </ul> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>• Identifies pros and cons of ideas, approaches, and solutions.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Uses reliable sources to identify information.</li> <li>• Identifies which information is relevant and important to tasks.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Works as part of team.</li> <li>• Follows team norms.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>3.R.8</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p> <p>6.R.1</p> <p>6.W.1</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><b>Personal Financial Literacy</b></p> <p>NA</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Respects individual differences.</li> <li>• Responds well to feedback.</li> <li>• Interacts politely with customers.</li> <li>• Responds to the needs of customers.</li> <li>• Works as part of team.</li> <li>• Follows team norms.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>• Understands how personal job duties contribute to the organization.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Identifies which information is relevant and important to tasks.</li> <li>• Applies information to complete tasks.</li> <li>• Organizes information based on clear patterns.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p>



# JA Company Program Pop Up

Session Descriptions	Revised Oklahoma Personal Financial Literacy Standards and Employability Skills	2021 Oklahoma ELA Standards
<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><b>Personal Financial Literacy</b></p> <p>PFL 14.1 Explain civic responsibilities and opportunities related to charitable giving.</p> <p>A. Describe reasons why individuals engage in charitable giving, such as personal reward, community improvement, and tax deduction.</p> <p>B. Compare different ways in which individuals can donate to charity, including monetary gifts, gifts-in-kind, and volunteer service.</p> <p>PFL 14.2 Analyze the importance of charitable giving.</p> <p>A. Describe the impact of charitable giving on the entity receiving the gift, such as improved quality of life and emergency relief.</p> <p>B. Analyze the impact of charitable giving on the community at large, including local development and improved standard of living.</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Works as part of team.</li> <li>• Follows team norms.</li> <li>• Gives feedback to teammates.</li> <li>• Responds well to feedback.</li> </ul>	<p><b>Grade 6-8</b></p> <p>1.S.1-3</p> <p>2.R.1</p> <p>4.R.1-4</p> <p>4.W.1-2</p> <p>5.W.1-11</p> <p>6.7.W</p>