



empowering young people to
own their economic success®

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

Updated March 2019
Texas English Language Arts and
Reading 2017

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906

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.

In this document, Junior Achievement programs are correlated to the Texas Essential Knowledge and Skills for Social Studies, the 2017 Texas revised standards for English Language Arts and Reading (ELA) and Texas Essential Knowledge and Skills for Mathematics. 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. When Extended Learning Opportunities within the curriculum directly support an academic standard it is indicated by the letters ELO superscripted next to the standard.

JA Middle Grades Programs

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

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

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

[*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*](#)[®] provides practical information about preparing for the working world while still in middle school.

[*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 Economics for Success

Session Details	TEKS Social Studies	TEKS English Language Arts	TEKS Math
<p>Session One: Mirror, Mirror</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge ▪ Apply their skills, interests, and values to help determine a potential career path 	<p>Grade 6-7 Social Studies 113.18/19.22 A. Use social studies terminology correctly.</p> <p>Grade 8 113.20.30 The student communicates in written, oral, and visual forms.</p>	<p>Grade 6 110.22.1.A 110.22.2.A-B 110.22.5.A-F</p> <p>Grade 7 110.23.1A 110.23.2.A-B 110.23.5.A-G</p> <p>Grade 8 110.24.1.A,D 110.24.2.A 110.24.5.A,H</p>	NA
<p>Session Two: Be a Success</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal-setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	<p>Grade 6-7 Social Studies 113.18/19.22 B. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> <p>Grade 8 112.20.31 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>Grade 6 110.22.1.A 110.22.2.A-B 110.22.5.A-F</p> <p>Grade 7 110.23.1A 110.23.2.A-B 110.23.5.A-G</p> <p>Grade 8 110.24.1.A,D 110.24.2.A 110.24.5.A,H</p>	<p>Grade 6 111.26.1 111.26.3.D-E 111.26.14.H</p> <p>Grade 7 111.27.1.A-G 111.27. 2 111.27. 3.A-B 111.27. 13.F</p> <p>Grade 8 111.28.1.A 111.28.12.F</p>
<p>Session Three: Keeping Your Balance</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers ▪ Define the term income and differentiate between gross and net income ▪ Name ways to balance a budget 	<p>Grade 6-7 Social Studies 113.18/19.23.A-B Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. 113.18/19.29.I ^{ELO} The student is expected to create thematic maps, graphs, charts, models, and databases representing various aspects of the United States.</p> <p>Grade 8 112.20.31 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>Grade 6 111.26.1 111.26.3.D-E</p> <p>Grade 7 111.27.1.A-G 111.27. 2 111.27. 3.A-B 111.27. 13.B,D</p> <p>Grade 8 111.28.1.A 111.28.12.F</p>

JA Economics for Success

Session Details	TEKS Social Studies	TEKS English Language Arts	TEKS Math
<p>Session Four: Savvy Shopper</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the differences between debit and credit cards ▪ Explain the advantages and disadvantages of both cards ▪ Recognize the importance of taking personal responsibility for financial decisions 	<p>Grade 6-7 Social Studies 113.18/19.23 A. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>B. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p> <p>Grade 8 112.20.31 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.22.3/4 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>Grade 6 111.26.1 111.26.3.D-E 111.26.14.A-B</p> <p>Grade 7 111.27.1.A-G 111.27. 2 111.27. 3.A-B 111.27. 13.F</p> <p>Grade 8 111.28.1.A 111.28.12.E</p>
<p>Session Five: Keeping Score</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score ▪ Explain actions that cause a credit score to go up or down 	<p>Grade 6-7 Social Studies 113.18/19.21. B. Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>C. Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p> <p>Grade 8 112.20.29. Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>Grade 6 111.26.1 111.26.3.D-E 111.26.14.D-F</p> <p>Grade 7 111.27.1.A-G 111.27. 2 111.27. 3.A-B</p> <p>Grade 8 111.28.1.A 111.28.12.F</p>

<p>Session Six: What's the Risk?</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk. ▪ Explain how insurance provides a method to minimize financial risk. ▪ Identify the opportunity cost of having insurance. ▪ Assess how personal responsibility plays a part in minimizing risk. 	<p>Grade 8 Social Studies</p> <p>113.20.19.C The student is expected to explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family.</p>	<p>Grade 6</p> <p>110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>NA</p>
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JA Global Marketplace Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies	TEKS ELA	TEKS Math
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer. ▪ Identify what a customer gains from an exchange with a business. ▪ Define ethics and ethical dilemma (Deeper Look). ▪ Identify the stakeholders of a business. Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look). 	<p>Grade 6 113.18.8 A. Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies</p> <p>113.18.9 C. Understand the importance of morality and ethics in maintaining a functional free enterprise system.</p> <p>113.18.20 A Science, technology, and society. The student understands the influences of science and technology on contemporary societies.</p> <p>Grade 7 113.19.17 Citizenship. The student understands the importance of the expression of different points of view in a democratic society.</p> <p>Grade 8 113.20.14 Economics. The student understands the origins and development of the free enterprise system in the United States.</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	NA
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers' needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world. ▪ Explain the need for international businesses to take into account their customers' cultural differences in order to provide for the customer and make a profit. ▪ Identify cultural differences throughout the world that affect social interaction and communication. 	<p>Grade 6 113.18.15 Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: A. Define culture and the common traits that unify a culture region; B. Identify and describe common traits that define cultures</p> <p>113.18.16 Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: (A) Identify institutions basic to all societies, including government, economic, educational, and religious institutions.</p>	<p>Grade 6 110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	NA

JA Global Marketplace Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies	TEKS ELA	TEKS Math
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade. ▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs. ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade. 	<p>Grade 6 113.18.3 B. Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases; C. Compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models.</p> <p>113.18.5 A. Identify and explain the geographic factors responsible for the location of economic activities in places and regions.</p> <p>Grade 7 113.19.8 Geography. The student uses geographic tools to collect, analyze, and interpret data.</p> <p>Grade 8 Social Studies 113.20.29 B-E Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies...</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>Grade 6 111.26.1 111.26.3</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that modern countries cannot provide all the products and services that their people want and need. Therefore, businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. Students look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define specialization. ▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs. ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country. 	<p>Grade 6 113.18.3 Geography. The student uses geographic tools to answer geographic questions. 113.18.8 B. Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.</p> <p>Grade 7 113.19.8 Geography. The student uses geographic tools to collect, analyze, and interpret data</p> <p>113.19.2 C. Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and map.</p> <p>Grade 8 113.20.29 C. Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and map.</p>	<p>Grade 6 110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>Grade 6 111.26.1 111.26.3</p>

JA Global Marketplace Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies	TEKS ELA	TEKS Math
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify examples of trade barriers. ▪ Analyze the consequences of trade barriers on businesses, employees, and customers. ▪ Explain why balance of trade matters to businesses, customers, and employees. 	<p>Grade 6 113.18.8 B Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply. C Explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies. 113.18.10 C Identify and describe the effects of government regulation and taxation on economic development and business planning.</p> <p>Grade 7 113.19.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to: (A) analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology.</p> <p>Grade 8 21. (A) Identify different points of view of political parties and interest groups on important historical and contemporary issues. 29. (E) Support a point of view on a social studies issue or event.</p>	<p>Grade 6 110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>Grade 6 111.26.1 111.26.3</p>
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define currency and exchange rate. ▪ Recognize that different countries have different forms of currency. ▪ Recognize that each currency has a different value, which is determined through a variable exchange rate. 	<p>Grade 6 113.18.21 F Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>Grade 7 113.19.21 H Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>Grade 8 113.20.29 H Use appropriate mathematical skills to interpret social studies information such as maps and graphs;</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	<p>Grade 6 111.26.1 111.26.3</p>

JA Global Marketplace Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies	TEKS ELA	TEKS Math
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages. ▪ Express specific steps that would need to be taken to obtain work in another country. ▪ Recognize the value of a second language for future job opportunities. 	<p>Grade 6 (113.18.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings</p> <p>Grade 7 21. (B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>Grade 8 (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings</p>	<p>Grade 6 110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>Grade 6 111.26.1 111.26.3</p>

JA It's My Business! Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies	TEKS ELA
<p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship. ▪ Describe the relationship between a business and its products and service. ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves. 	<p>Grade 6 113.18.8 Economics. The student understands the factors of production in a society's economy. 113.18.13 A Describe roles and responsibilities of citizens in various contemporary societies, including the United States.</p> <p>Grade 7 113.19.16 Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society.</p> <p>Grade 8 113.20.16 C Explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family.</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define market and need. ▪ Explain the importance of identifying market and need when developing new product or service ideas. 	<p>Grade 6 113.18 8 C Explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.</p>	<p>Grade 6 110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>

JA It's My Business! Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies	TEKS ELA
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation, and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business. ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea. 	<p>Grade 6 113.18.23 A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>Grade 7 113.19.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p>Grade 8 113.20.31 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p> <p>113.19.20 A. Compare types and uses of technology, past and present b. analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.</p>	<p>Grade 6 110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>
<p>Session Four: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Represent a product idea and its features by using rough sketches and drawings. ▪ Recognize sketches as an important first step in the prototype process. 	<p>Grade 6-7 113.18.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.</p> <p>Grade 8 113.20.31 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>Grade 6 110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>

JA It's My Business! Blended Model

Session Details	Texas Essential Knowledge and Skills Social Studies	TEKS ELA
<p>Session Five: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process. ▪ Describe multiple types of survey questions. 	<p>Grade 6-7 113.18.21. C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 113.18.22. C Transfer information from one medium to another, including written to visual and statistical to written or visual....</p> <p>Grade 8 113.20.29 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>
<p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements that make a strong pitch presentation. ▪ Work together to create and deliver a product pitch for potential funding. 	<p>Grade 6-7 113.18/19.22 D Create written, oral, and visual presentations of social studies information.</p> <p>Grade 8 113.20.30 Social studies skills. The student communicates in written, oral, and visual forms. D Create written, oral, and visual presentations of social studies information.</p>	<p>Grade 6 110.22.1.C 110.22.2.A-B 110.22.6.H</p> <p>Grade 7 110.23.1.C 110.23.2.A-B 110.23.6.H</p> <p>Grade 8 110.24.1.C 110.24.2.A 110.24.6.H</p>

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Session Details	Texas Essential Knowledge and Skills	TEKS ELA	TEKS Math
<p>Session One: My Brand</p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand. ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career. ▪ Design a logo that expresses their personal brand. 	<p>Social Studies Grade 6-7 22) Social studies skills. The student communicates in written, oral, and visual forms (D) Create written and visual materials...</p> <p>Grade 8 113.20.30 Social studies skills. The student communicates in written, oral, and visual forms. (D) Create written, oral, and visual presentations of social studies information</p>	<p>Grade 6 110.22.1.A-B,D 110.22.2.A-B 110.22.5.A-B,E-H</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.5.A-B, E-H</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.5.A-B,E-H</p>	NA
<p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define careers cluster. ▪ Identify jobs in specific career clusters to explore further. ▪ Recognize the interconnectivity and value of all types of jobs. 	<p>127.2 Investigating Careers 1) The student investigates one or more careers within the 16 career clusters. The student is expected to: A. identify the various career opportunities within one or more career clusters; and B. identify the pathways within one or more career clusters.</p> <p>Social Studies Grade 6-7 113.18.22.C Transfer information from one medium to another, including written to visual...</p> <p>Grade 8 113.20.30.C Transfer information from one medium to another, including written to visual ...</p>	<p>Grade 6 110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7 110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8 110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	Grade 6 111.18.14.H

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Session Details	Texas Essential Knowledge and Skills	TEKS ELA	TEKS Math
<p>Session Three: High-Growth Careers</p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high- growth rates. ▪ Consider a variety of factors when selecting a career. 	<p>127.2 Investigating Careers</p> <p>2) The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:</p> <p>C. research the academic requirements for one or more of the careers in an identified cluster;</p> <p>D. research the certification or educational requirements for careers; and</p> <p>E. describe the technical-skill requirements for careers.</p> <p>4.C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.</p> <p>Social Studies Grade 6-7</p> <p>113.18.21.B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	<p>Grade 6</p> <p>111.18.14.H</p> <p>Grade 8</p> <p>111.20.12.F</p>
<p>Session Four: Career Mapping</p> <p>Students see how early experiences can build transferable skills that contribute to future job success. They look at the lives of celebrities, focusing on the life experiences that led to their success. They learn about career maps by examining a sample and then create their own.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to explore further. ▪ Plan significant milestones they need to reach to earn a particular job. 	<p>127.2 Investigating Careers</p> <p>3) The student investigates the professional skills needed for college and career success. The student will:</p> <p>F. apply core academic skills to meet personal, academic, and career goals;</p> <p>G. investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;</p> <p>H. investigate the steps required to participate in a variety of career and educational opportunities</p> <p>Social Studies Grade 6-7</p> <p>113.18.22.D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.6.A,C-F</p>	<p>NA</p>

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Session Details	Texas Essential Knowledge and Skills	TEKS ELA	TEKS Math
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basics of looking, applying, and interviewing for a job. They learn the fundamentals of creating a resume and engage in a simulation in which they identify appropriate skills for various jobs and decide on where to highlight those skills on a resume.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references. ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. 	<p>127.2 Investigating Careers</p> <p>5) The student investigates job-seeking skills. The student is expected to:</p> <p>A. identify the steps for an effective job search;</p> <p>B. describe appropriate appearance for an interview;</p> <p>C. participate in a mock interview.</p> <p>6) The student creates professional documents required for employment. The student is expected to:</p> <p>A. develop a resume.</p> <p>Social Studies Grade 6-7</p> <p>113.18.22. Social studies skills. The student communicates in written, oral and visual forms. The student will:</p> <p>E. Use standard grammar, spelling, sentence structure, and punctuation.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	NA
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define and differentiate between technical skills and soft skills. ▪ Identify specific soft skills they already possess and those they need to improve. 	<p>127.2 Investigating Careers</p> <p>3) The student investigates the professional skills needed for college and career success. The student will:</p> <p>F. demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.</p>	<p>Grade 6</p> <p>110.22.1.A-D 110.22.2.A-B 110.22.3/4 110.22.5.A-B,E-H 110.22.6.A,C,E-F</p> <p>Grade 7</p> <p>110.23.1.A-B,D 110.23.2.A-B 110.23.3/4 110.23.5.A-B, E-H 110.23.6.A,C-F</p> <p>Grade 8</p> <p>110.24.1.A-D 110.24.2.A 110.24.3/4 110.24.5.A-B,E-H 110.24.6.A,C-F</p>	NA