



empowering young people to
own their economic success®

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

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

JA Middle Grades Programs

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

[*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 Economics for Success

Session Descriptions	Key Learning Objectives	SC ELA	SC Math	Literacy Skills for Social Studies	CATE Financial Literacy
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p>Objectives:</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>Grades 6-8 I.1.1 RI.1-4 RI.5.1 RI.6.1 RI.9.1-2 RI.12.1-3 C.1.1-5 C.2.1-2</p>	<p>NA</p>	<ul style="list-style-type: none"> ▪ Evaluate multiple points of view ... ▪ Articulate his or her own thoughts and ideas and those of others objectively through speaking and writing 	<p>Employability Skills B.2</p>
<p>Session Two: Be a Success</p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p>	<p>Objectives:</p> <p>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>Grades 6-8 I.1.1 RI.1-4 RI.5.1 RI.9.1-2 RI.12.1-3 C.1.1-5 C.2.1-2</p>	<p>6.NS.3 6.NS.5</p> <p>Mathematical Process Standards 1.a,c,d 2.a,d 6.a-b 7.a-c</p>	<ul style="list-style-type: none"> ▪ Understand responsible citizenship in relation to the state, national, and international communities. ▪ Demonstrate the ability and willingness to make compromises to accomplish a common team goal. 	<p>Financial Planning D.1 D.2</p>
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p>	<p>Objectives:</p> <p>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>Grades 6-8 I.1.1 RI.1-4 RI.5.1 RI.6.1 RI.9.1-2 RI.12.1-3 C.1.1-5 C.2.1-2</p>	<p>6.NS.3 6.NS.5 7RP.3</p> <p>Mathematical Process Standards 1.a,c,d 2.a,d 4.a-d 5.a 6.a-d 7.c</p>	<ul style="list-style-type: none"> ▪ Explain the use of a budget in making personal economic decisions and planning for the future. ▪ Cite specific textual evidence to support the analysis of primary and secondary sources. 	<p>Financial Planning D.3. D.4. D.5</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	SC ELA	SC Math	Literacy Skills for Social Studies	CATE Financial Literacy
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p>Objectives:</p> <p>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>Grades 6-8 I.1.1 RI.1-4 RI.5.1 RI.6.1 RI.9.1-2 RI.12.1-3 C.1.1-5</p>	<p>6.NS.3 7RP.3</p> <p>Mathematical Process Standards 1.a,c,d 2.a,d 4.a-d 5.a 6.a-d 7.c</p>	<ul style="list-style-type: none"> ▪ Apply economic decision making to understand how limited resources necessitate choices. ▪ Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. 	<p>Bank Accounts E.1. E.2. E.3 F.1 F.2</p>
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p>Objectives:</p> <p>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>Grades 6-8 I.1.1 RI.1-4 RI.6.1 RI.9.1-2 RI.12.1-3 C.1.1-5</p>	<p>6.NS.3 6.NS.5</p> <p>Mathematical Process Standards 1.a,c,d 2.a,d 4.a-d 5.a 6.a-d 7.c</p>	<ul style="list-style-type: none"> ▪ Examine the costs and the benefits of economic choices made by a particular society and explain how those choices affect overall economic well-being. ▪ Identify and explain the relationships among multiple causes and multiple effects. 	<p>Credit And Loans F.1 F.4</p>
<p>Session Six: What's the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p>	<p>Objectives:</p> <p>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>Grades 6-8 I.1.1 I.3.1,4 C.1.1-5 C.2.1-2</p>	<p>Mathematical Process Standards 1.a,c,d 2.a,d 6.a-b 7.a-c</p>	<ul style="list-style-type: none"> ▪ Explain how entrepreneurship and economic risk-taking promotes personal and social economic development in the past and the present. 	<p>Insurance I.1 I.2 I.3</p>

JA Global Marketplace Blended Model

Session Details	SC Social Studies Literacy Skills Grades 6-8	SC ELA	SC 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, 	<ul style="list-style-type: none"> • Explain change and continuity over time and across cultures. • Identify and explain the relationships among multiple causes and multiple effects. 	<p>Grade 6-8</p> <p>I.1.1 I.2.1 I.5.1-2 RI.4.1,3 RI.5.1 RI.6.1 RI.7.1 RI.9.1-2 RI.11.1-2 W.1.1 W.2.1 W.3.1 C.1.1-5 C.2.1-3 C.5.1-2</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 	<ul style="list-style-type: none"> • Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions. • Explain his or her relationship to others in the global community. • Explain how political, social, and economic institutions are similar or different across time and/or throughout the world. • Demonstrate the ability and willingness to make compromises to accomplish a common team goal. 	<p>Grade 6-8</p> <p>I.1.1 I.2.1 I.3.1,3 I.5.1-2 RI.4.1,3 RI.7.1 RI.9.1-2 W.2.1 W.3.1 C.1.1-5 C.2.1-3 C.5.1-2</p>	NA

JA Global Marketplace Blended Model

Session Details	SC Social Studies Literacy Skills Grades 6-8	SC ELA	SC Math
<p>Session Three: Want to Trade?</p> <p>Students examine how trade works, why countries trade with other countries, and evaluate whether a single country could be completely self-sufficient.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define interdependence and describe examples of multinational trade and its affect on a single product. ▪ Evaluate the pros and cons of trading with other countries. 	<ul style="list-style-type: none"> • Compare the locations of places, the conditions at places, and the connections between places. • Explain how the endowment and development of productive resources affects economic decisions and global interactions. • Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. • Integrate information from a variety of media sources with print or digital text in an appropriate manner. 	<p>Grade 6-8</p> <p>I.1.1 I.2.1 RI.4.1,3 RI.5.1 RI.6.1 RI.7.1 RI.11.1-2 W.1.1 W.2.1 C.1.1-5 C.2.1-3 C.3.2 C.4.1 C.5.1-2</p>	NA
<p>Session Four: Why Countries Specialize</p> <p>Students learn that modern countries cannot provide all of 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 will look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define specialization. ▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs. ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country. 	<ul style="list-style-type: none"> • Understand responsible citizenship in relation to the state, national, and international communities. • Compare the locations of places, the conditions at places, and the connections between places. • Explain how the endowment and development of productive resources affects economic decisions and global interactions. • Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. • Integrate information from a variety of media sources with print or digital text in an appropriate manner. 	<p>Grade 6-8</p> <p>I.1.1 I.2.1 I.3.1-2 I.5.1-2 RI.4.1,3 RI.5.1 RI.6.1 RI.7.1 RI.9.1-2 W.3.1 C.1.1-5 C.2.1-3 C.4.1</p>	NA

JA Global Marketplace Blended

Session Details	SC Social Studies Literacy Skills Grades 6-8	SC ELA	SC 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 	<ul style="list-style-type: none"> • Articulate his or her own thoughts and ideas and those of others objectively through speaking and writing. • Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. 	<p>Grade 6-8 I.1.1 I.2.1 I.5.1 RI.4.1,3 RI.5.1 RI.6.1 RI.7.1 RI.9.1-2 RI.11.1-2 W.2.1 C.1.1-5 C.2.1-3 C.4.1 C.5.1-2</p>	NA
<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 	<ul style="list-style-type: none"> • Examine the costs and the benefits of economic choices made by a particular society and explain how those choices affect overall economic well-being. 	<p>Grade 6-8 RI.4.1,3 RI.7.1 RI.9.1-2 RI.11.1-2 C.1.1-5 C.2.1-3 C.4.1 C.5.1-2</p>	<p>Grade 6 RP.6.1-3 NS.6.1-3</p> <p>Grade 7 RP.7.1-3 NS.7.2-3</p>
<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 	<ul style="list-style-type: none"> • Understand responsible citizenship in relation to the state, national, and international communities. 	<p>Grade 6-8 I.1.1 I.2.1 I.3.1-2 I.5.1-2 RI.4.1,3 RI.5.1 RI.6.1 RI.7.1 RI.9.1-2 W.3.1 C.1.1-5 C.2.1-3 C.4.1</p>	NA

JA It's My Business! Blended Model

Session Details	SC Social Studies Literacy Skills	SC 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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Explain why trade occurs and how historical patterns of trade have contributed to global interdependence. • Identify and explain the relationships among multiple causes and multiple effects. 	<p>Grades 6-8 I.1.1 I.2.1 LCS.9.1 MC.1.1-1.5 MC.2.1</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives: 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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Explain change and continuity over time and across cultures. 	<p>Grades 6-8 I.1.1 I.2.1 LCS.9.1 MC.1.1-1.5 MC.2.1</p>
<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: 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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions. 	<p>Grades 6-8 I.1.1 I.2.1 RI.4.1 RI.4.3 MC.1.1-1.5 MC.2.1</p>

JA It's My Business! Blended Model

Session Details	SC Social Studies Literacy Skills	SC ELA
<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: 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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Select or design appropriate forms of social studies resources to organize and evaluate social studies information 	<p>Grades 6-8 I.1.1 I.2.1 LCS.9.1 MC.1.1-1.5 MC.2.1</p>
<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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Integrate information from a variety of media sources with print or digital text in an appropriate manner. 	<p>Grades 6-8 I.1.1 I.2.1 LCS.9.1 MC.1.1-1.5 MC.2.1</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>A Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> • Analyze evidence, arguments, claims, and beliefs. 	<p>Grades 6-8 I.5.1 W.1.1a-d L.4.1 MC.1.1 MC.2.1 MC.5.1-5.2</p>

JA It's My Future Blended Model

Session Details	SC Standards	SC ELA
<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 Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> ▪ Identify and explain the relationships among multiple causes and multiple effects <p>Guidance Curriculum Standards for Student Development</p> <ul style="list-style-type: none"> ▪ Demonstrate positive personal characteristics ▪ Recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and behavior 	<p>Grades 6-8 I.1.1 I.2.1 LCS.9.1 MC.1.1-1.5 MC.2.1</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives: 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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> ▪ Analyze evidence, arguments, claims, and beliefs. <p>Guidance Curriculum Standards for Student Development</p> <ul style="list-style-type: none"> ▪ Locate and use available academic resources and information. ▪ Increase knowledge of personal interests and abilities. ▪ Identify aptitudes, interests, and strengths through career assessments. ▪ Demonstrate decision-making skills used to develop career-education paths. ▪ Practice effective listening and communication skills. ▪ Explore career choices and career clusters to develop realistic career goals. 	<p>Grades 6-8 I.1.1 RI.6.1 RI.9.1-2 MC.1.1-5 MC.2.1-2</p>
<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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> ▪ Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions. ▪ Demonstrate the ability and willingness to make compromises to accomplish a common team goal <p>Guidance Curriculum Standards for Student Development</p> <ul style="list-style-type: none"> ▪ Explain the value of cooperation and teamwork and display the ability to work in teams as well as independently. ▪ Identify a variety of traditional and nontraditional careers 	<p>Grades 6-8 I.1.1 RI.4.1-3 RI.12.1-3 MC.1.1-5 MC.2.1</p>

JA It's My Future Blended Model

Session Details	SC Standards	SC ELA
<p>Session Four: Career Mapping</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>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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> ▪ Explain his or her relationship to others in the global community. <p>Guidance Curriculum Standards for Student Development</p> <ul style="list-style-type: none"> ▪ Recognize that all people have rights and responsibilities. Define and explain the influence of attitudes and behaviors on peer and adult relationships. ▪ Develop personal capabilities for working in teams as well as independently. Demonstrate decision-making and goal-setting skills. ▪ Identify the education, career resources, and training opportunities needed to achieve career goals 	<p>Grades 6-8 I.1.1 C.1.1-5</p>
<p>Session Five: On the Hunt</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>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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> ▪ Select or design appropriate forms of social studies resources to organize and evaluate social studies information. 	<p>Grades 6-8 I.1.1 I.2.1 RI.4.1-3 RI.12.3 C.1.1-5</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives: 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>Social Studies Literacy Skills for the Twenty-First Century</p> <ul style="list-style-type: none"> ▪ Understand responsible citizenship in relation to the state, national, and international communities. <p>Guidance Curriculum Standards for Student Development</p> <ul style="list-style-type: none"> ▪ Define the importance of responsibility, dependability, punctuality, and integrity in the workplace. ▪ Explain the importance of interpersonal relationships. 	<p>Grades 6-8 I.1.1 I.2.1 I.3.1 RI.4.1-3 C.1.1-5 C.2.1-4</p>