

A Correlation:
Rhode Island
Academic Standards and
Junior Achievement
Middle School Programs



Updated April 2024

[Rhode Island Financial Literacy Standards](#)

[RI Work Readiness Standards](#)

[RI Social Studies](#)

Junior Achievement USA
12320 Oracle Blvd.
Ste 310
Colorado Springs, CO 80921

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 Rhode Island Social Studies Standards, The National Standards for Personal Finance, Work Readiness, and standards in English/ Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA Middle Grades Classroom Learning Experiences

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

[JA 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 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	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>My Career Exploration</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>Students will:</p> <ul style="list-style-type: none"> Recognize the career clusters and their related careers. Apply values, skills, and interests to the career clusters. 	<p>PF 8-1a. Discuss the advantages and disadvantages of working in the same occupation or profession for many years.</p> <p>PF 8-2c. Assess personal skills and interests and match them to various career options.</p>	<p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market;</p> <p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student;</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 2 RI 7</p> <p>Writing</p> <p>W.4, W.7, W.8</p> <p>Speaking and Listening</p> <p>SL 1 SL 2 SL4</p> <p>Language</p> <p>L 1 L3 L4 L6</p>
<p>Getting to Know Me</p> <p>Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions. Discuss the importance of a personal brand statement. Recognize that self-knowledge is needed to work effectively with others. 	<p>PF 8-2c. Assess personal skills and interests and match them to various career options.</p>	<p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market;</p> <p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student;</p>	<p>Reading for Informational Text</p> <p>RI 2 RI 4</p> <p>Writing</p> <p>W.4, W.5</p> <p>Speaking and Listening</p> <p>SL 1 SL 6</p> <p>Language</p> <p>L 1 L2 L3 L4 L6</p>
<p>My Career Goals</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>Students will:</p> <ul style="list-style-type: none"> Recognize the connections between your choices and your education, personal finances, and career paths. Create short- and long-term goals. Identify character traits that can help you overcome obstacles 	<p>PF 8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.</p>	<p>1.4 Develops a career plan for future career options to include job preferences, training requirements, business plan for entrepreneurial options, and tasks/responsibilities;</p> <p>1.6 Compares occupations based on entry-level requirements and skills associated with employment.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 2 RI 4</p> <p>Writing</p> <p>W.4</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Language</p> <p>L 1 L2 L3 L4 L6</p>

JA Economics for Success

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>My Transferable Skills</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>Students will:</p> <ul style="list-style-type: none"> Recognize appropriate skills for the workplace. Identify transferable skills and their importance. Recognize the importance of having digital skills and using professional digital tools and programs. 	<p>PF 8-2c. Assess personal skills and interests and match them to various career options.</p>	<p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.2 Treats co-workers with courtesy and respect;</p> <p>4.3 Strives to improve, develop, and/or engage in work skills and actively participates in vocational activities;</p> <p>4.4 Accepts and demonstrates responsibilities on time and to expectations with a positive attitude;</p>	<p>Reading for Informational Text</p> <p>RI.1, RI.2, RI.4</p> <p>Writing</p> <p>W.4, W.6</p> <p>Speaking and Listening</p> <p>SL.1, SL.2, SL.4</p> <p>Language</p> <p>L.1, L.2, L.3, L.4, L.6</p>
<p>My Income and Expenses</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>Students will:</p> <ul style="list-style-type: none"> Recognize that workers should not expect to keep all the money they earn. Recognize problem solving as a challenge and not an obstacle. Explore career-based solutions for income planning. Reflect on the personal impact of saving money. 	<p>8-5a. Differentiate between gross and net income.</p> <p>8-5b. Identify common types of payroll deductions.</p> <p>8-5c. Explain how taxes impact take-home pay.</p> <p>8-9a. Investigate the motivating factors to being self-employed or working as an independent contractor in the “gig” economy.</p> <p>8-1a. Identify the most common reasons that people save money for the future.</p> <p>8-2d. Discuss how savings decisions can affect financial wellbeing.</p> <p>8-1b. [Create] a savings plan that will allow someone to make a large purchase in one year, 5 years, and 10 years.</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p> <p>9.3 Works well with and without supervision for a determined amount of time;</p>	<p>Reading for Informational Text</p> <p>RI.1, RI.2, RI.4, RI.7</p> <p>Writing</p> <p>W.4, W.6</p> <p>Speaking and Listening</p> <p>SL.1, SL.3</p> <p>Language</p> <p>L.1, L.2, L.3, L.4, L.6</p> <p>Math Practices</p> <p>1-7</p>

JA Economics for Success

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Planning for My Future Income</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>Students will:</p> <ul style="list-style-type: none"> Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR) Examine the true costs of goods and services. (FL) 	<p>8-1a. Identify personal goals for spending and saving.</p> <p>8-1b. Create a budget that includes expenses and savings out of a given amount of income.</p> <p>8-1c. Explain why people with identical incomes make different choices for spending, saving, and managing money.</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p> <p>9.3 Works well with and without supervision for a determined amount of time;</p>	<p>Reading for Informational Text</p> <p>RI 4 RI 7</p> <p>Writing</p> <p>W.4, W.7 W 8</p> <p>Speaking and Listening</p> <p>SL 1 SL.2, SL.4 SL 6</p> <p>Language</p> <p>L 1 L2 L3 L4 L6</p>
<p>Managing My Money</p> <p>Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define a budget and its importance. 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. Practice budgeting skills using income that can be earned while still in school. 	<p>8-1a. Identify personal goals for spending and saving.</p> <p>8-1b. Create a budget that includes expenses and savings out of a given amount of income.</p> <p>8-1c. Explain why people with identical incomes make different choices for spending, saving, and managing money.</p> <p>8-2b. Explain how a person’s personality type might affect their willingness to save or to stick to a savings plan.</p> <p>8-2c. Identify life situations that can make it difficult for a person to save or to stick to a savings plan.</p> <p>8-2d. Discuss how savings decisions can affect financial wellbeing.</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p> <p>9.3 Works well with and without supervision for a determined amount of time;</p>	<p>Reading for Informational Text</p> <p>RI.1,RI.2,RI.4,RI.7</p> <p>Speaking and Listening</p> <p>SL 1 SL.2 SL.4 SL 6</p> <p>Language</p> <p>L 1 L3 L4 L6</p> <p>Math Practices</p> <p>1-7</p>
<p>Paying for My Wants and Needs</p> <p>Students learn to make better choices related to credit. They learn about different ways of paying for goods and services, and the advantages and drawbacks of each.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe ways to pay for everyday goods and services. Identify the differences between debit (paying now) and credit (paying in the future, plus interest). 	<p>8-4a. Explain the difference between a debit card and a credit card.</p> <p>8-4b. Explain how various payment methods are used to purchase goods and services.</p> <p>8-4c. Summarize the advantages, disadvantages, risks, and protections of various payment methods.</p> <p>8-4d. Choose and justify a preferred payment method for purchases of at least three different types of goods and services.</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p> <p>9.3 Works well with and without supervision for a determined amount of time;</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 2 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL.2, SL.4S</p> <p>Language</p> <p>L 1 L3 L4 L6</p> <p>Math Practices</p> <p>1-7</p>

JA Economics for Success

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>My Credit and Spending</p> <p>Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain who looks at your credit report and why. ● Describe how financial decisions can improve a credit report. ● Identify spending habits that are financially responsible. 	<p>4-2a. Identify goods and services that people often purchase with credit.</p> <p>4-2b. Discuss reasons people may prefer to buy something with credit rather than paying cash.</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p> <p>9.3 Works well with and without supervision for a determined amount of time;</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 2 RI 4 RI 7</p> <p>Writing</p> <p>W.4, W.6</p> <p>Speaking and Listening</p> <p>SL 1 SL.2 SL.4 SL 6</p> <p>Language</p> <p>L 1 L2 L3 L4 L6</p> <p>Math Practices</p> <p>1-7</p>
<p>My Ride on the Financial Roller Coaster</p> <p>Students understand risk and methods for handling it. They make decisions about scenarios involving risk.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe examples of how to use personal responsibility to address risk. ● Recognize that insurance is a way to transfer the risk of loss. ● Identify the opportunity cost in different spending decisions. 	<p>8-1a. Describe how an unexpected event that damages health or property can impact a family’s financial situation.</p> <p>8-1b. Explain how advance planning can reduce the financial impact of an event that causes damage to personal property.</p> <p>8-2a. Describe ways in which having insurance can protect a person from financial loss.</p> <p>8-3a. Discuss how people use insurance to share the risk of financial loss.</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p> <p>9.3 Works well with and without supervision for a determined amount of time;</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 2 RI 4 RI 7</p> <p>Writing</p> <p>W.4, W.6</p> <p>Speaking and Listening</p> <p>SL 1 SL.2 SL.4 SL 6</p> <p>Language</p> <p>L 1 L2 L3 L4 L6</p> <p>Math Practices</p> <p>1-7</p>

JA Global Marketplace

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<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.</p> <p>Objectives:</p> <p>Students will:</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>SS7.7.2 Globalization</p> <p>Argue the impacts of globalization on people and the environment</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences to meet customers’ needs and make a profit in different countries.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to consider their customers’ cultural differences to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>SS7.7.2 Globalization</p> <p>Argue the impacts of globalization on people and the environment</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA Global Marketplace

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session Three: Global Trade</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>Objectives:</p> <p>Students will:</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>SS7.7.2 Globalization</p> <p>Argue the impacts of globalization on people and the environment</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p>	<p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>
<p>Session Four: Why Countries Specialize</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define specialization Analyze examples of international trade to explain why modern countries cannot provide for all 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>SS7.7.2 Globalization</p> <p>Argue the impacts of globalization on people and the environment</p>	<p>9.3 Works well with and without supervision for a determined amount of time;</p> <p>9.4 Tolerates work environment and continues to work through frustration and difficulty;</p>	<p>ELA</p> <p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p>MATH 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p>Mathematical Practices 1-2 4-7</p>

JA Global Marketplace

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<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:</p> <p>Students will:</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>SS7.7.2 Globalization</p> <p>Argue the impacts of globalization on people and the environment</p>	<p>9.3 Works well with and without supervision for a determined amount of time;</p> <p>9.4 Tolerates work environment and continues to work through frustration and difficulty;</p>	<p>ELA</p> <p>Grade 6 RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</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:</p> <p>Students will:</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>RI math grade 7</p> <p>3. Use proportional relationships to solve multi-step ratio, rate, and percent problems.</p>	<p>9.6 Shows an awareness that work is going to begin or end, accepts work transitions such as breaks and lunch parameters;</p> <p>9.7 Demonstrates increased independence with work skills.</p>	<p>ELA</p> <p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>

JA Global Marketplace

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe how businesses can 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>SS7.7.2 Globalization</p> <p>Argue the impacts of globalization on people and the environment</p> <p>SS8.6.3 f. Explain career opportunities in public service at local, state, and federal levels</p> <p>PF 8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.</p>	<p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student;</p> <p>1.6 Compares occupations based on entry-level requirements and skills associated with employment.</p> <p>3.1 Describes and gives examples of effective interviewing situations, including prepared questions to ask the interviewer;</p> <p>3.2 Identifies appropriate behavior and attitudes in interview situations;</p>	<p>ELA</p> <p>Grade 6</p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7</p> <p>RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8</p> <p>RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

JA It's My Business!

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	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:</p> <p>Students will:</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>PF 8-2c. Assess personal skills and interests and match them to various career options.</p>	<p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities;</p> <p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market;</p> <p>1.4 Develops a career plan for future career options to include job preferences, training requirements, business plan for entrepreneurial options, and tasks/responsibilities;</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 L.8.1-5</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives:</p> <p>Students will:</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>PF 8-9b. Discuss why starting a new business could be riskier than other career choices.</p>	<p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

JA It's My Business!

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	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>Students will:</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 	NA	<p>4.3 Strives to improve, develop, and/or engage in work skills and actively participates in vocational activities;</p> <p>4.4 Accepts and demonstrates responsibilities on time and to expectations with a positive attitude;</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p>Session Four: 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:</p> <p>Students will:</p> <ul style="list-style-type: none"> Discuss the importance of market research in the product development process Describe multiple types of survey questions 	NA	<p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> <p>4.8 Demonstrates an awareness and acceptance of job expectations.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

JA It's My Business!

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session Five: 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>Students will:</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 	NA	<p>4.7 Meets basic expectations by completing tasks to expected quality level seeking out assistance as needed and working well in an individual or group setting;</p> <p>4.8 Demonstrates an awareness and acceptance of job expectations.</p> <p>7.1 Identifies common tools, equipment, machines, and materials required for one's job;</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</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:</p> <p>Students will:</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 	NA	<p>8.1 Interacts in an appropriate manner with [co-workers]</p> <p>8.2 Demonstrates effective communication skills in working with customers and clients;</p> <p>8.3 Develops a working relationship with [co-workers]</p> <p>8.4 Demonstrates appropriate body language</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p>Grade 7 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

JA It's My Future

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	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:</p> <p>Students will:</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>8-2c. Assess personal skills and interests and match them to various career options.</p>	<p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities;</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define careers cluster. ▪ Identify jobs in specific career clusters to explore further ▪ Complete a career interest survey ▪ Recognize the interconnectivity and value of all types of jobs 	<p>8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.</p>	<p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market;</p> <p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>

JA It's My Future

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<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:</p> <p>Students will:</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>8-3a. Investigate training opportunities that can increase a person’s ability to obtain higher paid employment during high school.</p>	<p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student;</p> <p>1.6 Compares occupations based on entry-level requirements and skills associated with employment.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>
<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:</p> <p>Students will:</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>8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.</p>	<p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.3 Strives to improve, develop, and/or engage in work skills and actively participates in vocational activities;</p> <p>4.4 Accepts and demonstrates responsibilities on time and to expectations with a positive attitude;</p> <p>6.3 Demonstrates the ability to apply or transfer skills learned in one job situation to another</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>

JA It's My Future

Session Details	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<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:</p> <p>Students will:</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>NA</p>	<p>2.1 Locates, selects, and networks job opportunities;</p> <p>2.2 Identifies and locates personal resource materials (for example: birth certificate, certificates, training certificates, driver’s license, social security card);</p> <p>2.3 Develops a portfolio & resume;</p> <p>2.4 Develops a system to record specific job leads, requirements, employer names, interview information, and personal notes;</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI. 7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<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:</p> <p>Students will:</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>PF 8-2c. Assess personal skills and interests and match them to various career options.</p>	<p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude;</p> <p>4.2 Treats [co-workers] with courtesy and respect;</p> <p>4.3 Strives to improve, develop, and/or engage in work skills and actively participates in vocational activities;</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

JA Inspire Entry

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session One: Career Interests and Your Path</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Consider their values, skills, and interests. ▪ Take a Career Interest Inventory. ▪ Relate their values, skills, interests, and Career Interest Inventory to future career opportunities. 	<p>PF 8-2c. Assess personal skills and interests and match them to various career options.</p>	<p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities;</p> <p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p>Session Two: Career Planning and Your Path</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Learn why career planning is important. ▪ Recognize career clusters. ▪ Identify career clusters that match their skills and interests. ▪ Identify requirements to obtain jobs in fields of interest. 	<p>PF 8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities</p>	<p>1.4 Develops a career plan for future career options to include job preferences, training requirements, business plan for entrepreneurial options, and tasks/responsibilities;</p> <p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student;</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L.1 L.2 L.3 L.4 L.6</p>

JA Inspire Entry

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session Three: Preparing to Meet Your Future</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Understand why it's important to choose a career where they can be successful and develop a career plan. ▪ Practice soft skills. ▪ Recognize education and training requirements and opportunities for careers of interest. 	<p>PF 8-2a. Compare the education and training requirements, income potential, and primary duties of at least two jobs available to high school students</p>	<p>.4 Develops a career plan for future career options to include job preferences, training requirements, business plan for entrepreneurial options, and tasks/responsibilities;</p> <p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student;</p> <p>1.6 Compares occupations based on entry-level requirements and skills associated with employment</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p>Session Four: Local Business Means Opportunity</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize traits of their local economy. ▪ Identify common career clusters in their area and among JA Inspire Virtual exhibitors. ▪ Create a list of exhibitors to visit during JA Inspire Virtual. 	<p>PF 8-1a. Discuss the advantages and disadvantages of working in the same occupation or profession for many years.</p> <p>PF 8-1b. Compare the education and training requirements for at least two careers.</p> <p>PF 8-1c. Interview a person who is in a career of interest and create a timeline that shows the progression of their education, training, and job experiences.</p>	<p>4.1 Has a positive attitude toward work, speaks positively about work, and approaches responsibilities with a positive attitude</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L.1 L.2 L.3 L.4 L.6</p>

JA Inspire Entry

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session Five: Learn from the Experts</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify relevant JA Inspire Virtual speakers and webinars to attend. Note facts about the speakers and topics of webinars they will attend. Develop questions to consider when watching the speakers and webinars. 	<p>PF 8-1a. Discuss the advantages and disadvantages of working in the same occupation or profession for many years.</p> <p>PF 8-1b. Compare the education and training requirements for at least two careers.</p> <p>PF 8-1c. Interview a person who is in a career of interest and create a timeline that shows the progression of their education, training, and job experiences.</p>	<p>4.3 Strives to improve, develop, and/or engage in work skills and actively participates in vocational activities;</p> <p>4.4 Accepts and demonstrates responsibilities on time and to expectations with a positive attitude;</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p>Session Six: Welcome to JA Inspire Virtual</p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Visit exhibits at JA Inspire Virtual. Attend speeches and webinars at JA Inspire Virtual. Complete the What I Learned section of the chart from their Learn from the Experts worksheet 	<p>8-3a. Investigate training opportunities that can increase a person’s ability to obtain higher paid employment during high school.</p>	<p>6.1 Identifies factors the employer considers when promoting/retaining employees;</p> <p>6.2 Interprets general work-related vocabulary;</p> <p>6.3 Demonstrates the ability to apply or transfer skills learned in one job situation to another;</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L.1-6</p>
<p>Session Seven: JA Inspire Personal Reflection</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event. Identify next steps, including exploration of high school coursework and other research. 	<p>PF 8-2a. Compare the education and training requirements, income potential, and primary duties of at least two jobs available to high school students.</p> <p>PF 8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.</p>	<p>4.3 Strives to improve, develop, and/or engage in work skills and actively participates in vocational activities;</p> <p>4.4 Accepts and demonstrates responsibilities on time and to expectations with a positive attitude;</p> <p>4.8 Demonstrates an awareness and acceptance of job expectations.</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>

JA Career Exploration Fair

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define careers. Differentiate between abilities (skills) and values. Identify their personal characteristics. 	<p>PF 8-2c. Assess personal skills and interests and match them to various career options.</p>	<p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities;</p> <p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market;</p>	<p>Reading for Informational Text</p> <p>RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>The Day of the Fair</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Complete one pre-fair activity (teacher-led) (optional). Express how jobs require specific interests and skills. Complete one post-fair activity (teacher-led) (optional). Complete a student evaluation, if requested. 	<p>PF 8-1a. Discuss the advantages and disadvantages of working in the same occupation or profession for many years. PF 8-1b. Compare the education and training requirements for at least two careers.</p> <p>PF 8-1c. Interview a person who is in a career of interest and create a timeline that shows the progression of their education, training, and job experiences.</p>	<p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student;</p> <p>1.6 Compares occupations based on entry-level requirements and skills associated with employment</p>	<p>Reading for Informational Text</p> <p>RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>
<p>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify a future career goal. Create a personal action plan. 	<p>PF 8-2a. Compare the education and training requirements, income potential, and primary duties of at least two jobs available to high school students.</p> <p>PF 8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.</p>	<p>1.4 Develops a career plan for future career options to include job preferences, training requirements, business plan for entrepreneurial options, and tasks/responsibilities;</p>	<p>Reading for Informational Text</p> <p>RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4</p>

JA Career Speaker Series

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify skills and interests. Recognize Career Clusters Recall future high-demand occupations 	<p>PF 8-2c. Assess personal skills and interests and match them to various career options.</p>	<p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities;</p> <p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market;</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Practice active listening skills. Equate job responsibilities with skills and interests 	<p>PF 8-1a. Discuss the advantages and disadvantages of working in the same occupation or profession for many years.</p> <p>PF 8-1b. Compare the education and training requirements for at least two careers.</p> <p>PF 8-1c. Interview a person who is in a career of interest and create a timeline that shows the progression of their education, training, and job experiences.</p>	<p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student;</p> <p>1.6 Compares occupations based on entry-level requirements and skills associated with employment</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize Career Clusters 	<p>NA</p>	<p>1.4 Develops a career plan for future career options to include job preferences, training requirements, business plan for entrepreneurial options, and tasks/responsibilities;</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 2 W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Excellence through Ethics

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Day of the Visit</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Define ethics, ethical dilemma, values, core values, and interdependence. ▪ Articulate how one's core values affects one's choices. ▪ Articulate and identify the steps necessary to make ethical decisions. ▪ Recognize that individual ethics affect the greater community. 	<p>PF 8-1c. Interview a person who is in a career of interest and create a timeline that shows the progression of their education, training, and job experiences.</p>	<p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources [as they relate to the job market]</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2 SL 3 SL 4</p> <p>Writing W 4</p> <p>Language L 3 L 4 L 6</p>
<p>Reflection Activity</p> <p>Students will reflect and discuss what they've learned 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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Apply key terms and concepts used in the volunteer-led activities. ▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. 	<p>NA</p>	<p>NA</p>	<p>Speaking and Listening SL 1 SL 2 SL 3</p> <p>Language L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards–Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of manners as an element of professionalism. ▪ Identify language and style appropriate for the workplace. 	NA	<p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market;</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 4</p> <p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>
<p>Applications and Resumes</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify information necessary for a job application. ▪ Recognize key features and formatting of resumes. ▪ Use appropriate language for a resume. 	NA	<p>2.3 Develops a portfolio & resume;</p> <p>2.4 Develops a system to record specific job leads, requirements, employer names, interview information, and personal notes;</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L 1 L 2 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards–Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Interviewing for a Job</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify appropriate content for a personal brag sheet ▪ Adapt personal information to interview situations. ▪ Develop answers to common interview questions. ▪ Recognize appropriate professional dress and demeanor for a job interview. 	NA	<p>3.1 Describes and gives examples of effective interviewing situations, including prepared questions to ask the interviewer;</p> <p>3.2 Identifies appropriate behavior and attitudes in interview situations;</p> <p>3.3 Demonstrates competence in job interview techniques to include grooming, dress, and verbal/nonverbal communication;</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4</p> <p>Language</p> <p>L1 L 2 L 3 L 4 L 6</p>
<p>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. ▪ Identify the effects of inappropriate usage of cell phones in the workplace. ▪ Adapt cell phone behavior and functions for professional uses. ▪ Recognize and apply appropriate texting style for communicating in the workplace. 	NA	<p>8.2 Demonstrates effective communication skills in working with customers and clients;</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L1 L 3 L 4 L 6</p>

JA It's My Job (Soft Skills)

Session Descriptions	Academic Standards–Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Workplace Communication</p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify and use an appropriate professional tone in workplace communication. ▪ Identify appropriate and inappropriate subjects for workplace discussion. ▪ Enable cooperative and productive group interactions. ▪ Communicate to solve problems collaboratively and respectfully. 	NA	<p>6.2 Interprets general work-related vocabulary;</p> <p>6.3 Demonstrates the ability to apply or transfer skills learned in one job situation to another;</p> <p>8.2 Demonstrates effective communication skills in working with customers and clients;</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p>Language</p> <p>L1 L 3 L 4 L 6</p>
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use proper spelling, grammar, and punctuation in the workplace. ▪ List best practices for effective business writing. ▪ Use clear language and appropriate style for written communication in the workplace. ▪ Identify important ideas and express them clearly and concisely in writing. 	NA	<p>4.4 Accepts and demonstrates responsibilities on time and to expectations with a positive attitude</p> <p>8.2 Demonstrates effective communication skills in working with customers and clients;</p>	<p>Speaking and Listening</p> <p>SL 1 SL 2 SL 4 SL 6</p> <p>Writing</p> <p>W 4 W5 W6</p> <p>Language</p> <p>L1 L 2 L 3 L 4 L 6</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session One: Pop-Up Warm-Up</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>Students will:</p> <ul style="list-style-type: none"> Explain what a pop-up business is and its intended purpose. Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements. Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture. 	<p>8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.</p>	<p>1.1 Identifies reasons people work;</p> <p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities;</p>	<p>Grade 6 RI.6 3,4,7 W.6.4 SL.6.1,2 L.6 1,2,3,4,6</p> <p>Grade 7 RI.7 3,4 W.7.2.4 SL.7 1,2 L.7. 1-6</p> <p>Grade 8 RI.8 3,4 W.8.4 SL.8.1,2 L.8 1-6</p>
<p>Session Two: Doing the Research</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>Students will:</p> <ul style="list-style-type: none"> Identify the elements of the profit equation and understand how to calculate profit. Explain what a target audience is. Recognize the importance of the customers' wants and needs related to the business's goals. Identify appropriate market research techniques to use when collecting information. 	<p>8-2b. Conduct research on a specific career field. Describe the education, job, or career decisions individuals in this field might make over their lifetime and explain how this could affect their income potential and opportunities.</p>	<p>1.1 Identifies reasons people work;</p>	<p>Grade 6 RI.6 1,2,4,7 W.6 4,7,9 SL.6 1,2,4 L.6 1-6</p> <p>Grade 7 RI.7 1,4 W.7 2,7,9 SL.7 1,2,4 L.7 1-6</p> <p>Grade 8 RI.8 1,2,4 W.8 4,7,9 SL.8 1,2,4 L.8 1-6</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session Three: Defining the Pop-Up Structure</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"> ▪ Analyze market research data to make planning decisions about the pop-up business to maximize sales. ▪ Describe the different roles and responsibilities necessary to organize and run a pop-up business. ▪ Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team. ▪ Draft a timeline of tasks and associated due dates needed to meet the company's goals. 	<p>8-2b. Conduct research on a specific career field. ... explain how this could affect their income potential and opportunities.</p>	<p>2.1 Locates, selects, and networks job opportunities;</p> <p>4.3 Strives to improve, develop, and/or engage in work skills and actively participates in vocational activities;</p> <p>4.4 Accepts and demonstrates responsibilities on time and to expectations with a positive attitude;</p>	<p>Grade 6 RI.6. 2,4,7 W.6. 4,7,9 SL.6. 1,2,4 L.6.1-6</p> <p>Grade 7 RI.7 2,4 W.7. 4,7,9 SL. 7 1,2,4 L. 7. 1-6</p> <p>Grade 8 RI.8 2,4 W.8 4,7,9 SL.8 1,2,4 L.8 1-6</p>
<p>Session Four: The Ps of Pop-Up</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>Students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business. ▪ Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix. ▪ Design an optimal layout for a pop-up business that will maximize sales. 	<p>NA</p>	<p>4.3 Strives to improve, develop, and/or engage in work skills and actively participates in vocational activities;</p> <p>4.4 Accepts and demonstrates responsibilities on time and to expectations with a positive attitude;</p>	<p>Grade 6 RI.6 2,3,4,7 W.6 4 SL. 8. 1,2,4 L.6. 1-6</p> <p>Grade 7 RI.7. 2,3,4 W.7 4 SL 7. 1,2,4 L.7. 1-6</p> <p>Grade 8 RI.8 2,3,4 W.8 4 SL 8. 1,2,4 L. 8 1-6</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session Five: Creating the Buzz</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>Students will:</p> <ul style="list-style-type: none"> Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal. Design promotional strategies and materials to attract interest in the pop-up business. 	NA	<p>8.2 Demonstrates effective communication skills in working with customers and clients;</p> <p>8.3 Develops a working relationship with co-workers;</p> <p>8.4 Demonstrates appropriate body language</p> <p>8.5 Respects the rights of coworkers;</p>	<p>Grade 6 RI.6 1,2,3,4,7 W.6. 4,7,9 SL.6. 1,2,4 L. 6. 1-6</p> <p>Grade 7 RI.7 1,2,3,4 W.7 4,7,9 SL.7 1,2,4 L. 7. 1-6</p> <p>Grade 8 RI 8 1,2,3,4 W.8 4,7,9 SL.8 1,2,4 L. 8 1-6</p>
<p>Session Six: Open for Business!</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>Students will:</p> <ul style="list-style-type: none"> Select appropriate sales strategies to use while interacting with customers during pop-up store sales. Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals. Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule. 	NA	<p>8.2 Demonstrates effective communication skills in working with customers and clients;</p> <p>8.3 Develops a working relationship with co-workers;</p>	<p>Grade 6 RI.6 2,4 W.6. 4 SL.6 1,2,4 L. 6. 1-6</p> <p>Grade 7 RI.7 2,4 W.7 4 SL.7. 4 L. 7. 1-6</p> <p>Grade 8 RI 8. 2,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>

JA Company Program Pop Up

Session Descriptions	Academic Standards- Personal Finance and Social Studies	Work Readiness Standards	ELA
<p>Session Seven: Pop-Up Wrap-Up</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>Students will:</p> <ul style="list-style-type: none"> ▪ Complete the tasks to calculate final sales and profit and close out the business. ▪ Analyze final sales information and compare it to the pop-up business’s initial profit goal. ▪ Assess company and personal goals to determine successes and areas for improvement. 	<p>NA</p>	<p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude;</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks;</p> <p>9.3 Works well with and without supervision for a determined amount of time;</p> <p>9.4 Tolerates work environment and continues to work through frustration and difficulty;</p>	<p>Grade 6</p> <p>RI.6 2,3,4,7 W.6. 4 SL.6 1,2,4 L. 6. 1-6</p> <p>Grade 7</p> <p>RI.7 2,3,4 W.7 4 SL.7. 1,2,4 L. 7. 1-6</p> <p>Grade 8</p> <p>RI 8. 2,3,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>