

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



Updated June 2025

Updated standards:

[Arizona Career Exploration and Intro  
to Early CTE, Grades 6-8](#)

[Arizona History and Social Science  
Standards](#)

Junior Achievement USA

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# 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 Arizona Social Studies Standards and the Career Exploration and Intro to Early CTE standards, as well as the Common Core State 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 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®](#) is more than a career fair, it brings together the business community and local schools and is designed to help launch middle school students into their futures: high school, college, and careers beyond. (Grades 6-8)

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

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

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

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

[JA Company Program® Pop Up](#) teaches students how to plan, launch, and operate their own business venture within a structured, guided experience. Throughout the start-up process, students collaborate, make crucial business decisions, practice communication skills, and develop entrepreneurial knowledge and skills. (Grades 6-12)

# JA Economics for Success Blended

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>My Career Exploration</b></p> <p>Students explore the 16 career clusters and identify the clusters they find interesting. They learn that early career planning results in more choices and opportunities for success in a career that matches their interests, skills, and values.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the career clusters and their related careers.</li> <li>Apply values, skills, and interests to the career clusters.</li> </ul>	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.1 Distinguish among occupations, jobs, careers, and career pathways.</p> <p>1.2 Identify nationally recognized career clusters and examples of occupations and jobs for each cluster (e.g., <a href="http://careertech.org/career-clusters">careertech.org/career-clusters</a>).</p> <p>1.3 Research knowledge, skills, and abilities needed for employment in each career cluster.</p> <p>1.4 Evaluate personal values, aptitudes, and interests, and explain how they influence career decisions.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 7</p> <p><b>Writing</b></p> <p>W.4, W.7, W.8</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL4</p> <p><b>Language</b></p> <p>L 1 L3 L4 L6</p>
<p><b>Getting to Know Me</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions.</li> <li>Discuss the importance of a personal brand statement.</li> <li>Recognize that self-knowledge is needed to work effectively with others.</li> </ul>	<p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and the norms of groups or societies</p>	<p>1.4 Evaluate personal values, aptitudes, and interests, and explain how they influence career decisions.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 2 RI 4</p> <p><b>Writing</b></p> <p>W.4, W.5</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 6</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p>

# JA Economics for Success Blended

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>My Career Goals</b> Students recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the connections between your choices and your education, personal finances, and career paths.</li> <li>Create short- and long-term goals.</li> <li>Identify character traits that can help you overcome obstacle</li> </ul>	<p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.5 Identify two or three career areas of interest using a career interest assessment platform.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 2 RI 4</p> <p><b>Writing</b> W.4</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p>
<p><b>My Transferable Skills</b> Students recognize that skills they learn now will be useful in both their personal life and their future career. They learn about the digital skills needed to work remotely.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize appropriate skills for the workplace.</li> <li>Identify transferable skills and their importance.</li> <li>Recognize the importance of having digital skills and using professional digital tools and programs.</li> </ul>	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p>	<p>1.4 Evaluate personal values, aptitudes, and interests, and explain how they influence career decisions.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 2 RI 4</p> <p><b>Writing</b> W.4, W.6</p> <p><b>Speaking and Listening</b> SL.1, SL.2, SL.4</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p>

# JA Economics for Success Blended

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>My Income and Expenses</b></p> <p>Students explore the importance of earning enough income to pay for expenses, including savings and common deductions. Students learn how to read a paycheck stub and explore the Pay Yourself First strategy. They also practice solving income and expenses-related problems with positive solutions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize that workers should not expect to keep all the money they earn.</li> <li>Recognize problem solving as a challenge and not an obstacle.</li> <li>Explore career-based solutions for income planning.</li> <li>Reflect on the personal impact of saving money.</li> </ul>	<p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.4 Explain ways in which money facilitates exchange.</p> <p>8.E1.4 Examine the factors that influence spending decisions.</p> <p>8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>8.E4.3 Explain the effect of productivity on standard of living.</p>	<p>1.6 Acquire labor market information for jobs of interest including education and skills requirements, job responsibilities, and salaries.</p> <p>2.5 Investigate financial benefits that come with having a job/career (i.e., life insurance, health insurance, retirement plans, career development opportunities, college assistance, better salaries, etc.).</p>	<p><b>Reading for Informational Text</b> RI.1,RI.2,RI.4,RI.7</p> <p><b>Writing</b> W.4, W.6</p> <p><b>Speaking and Listening</b> SL 1 SL 3</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>
<p><b>Planning for My Future Income</b></p> <p>Students explore the role work plays in living independently. They gain financial knowledge about the costs of living on their own. They consider the role of career choices and the costs of goods and services.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR)</li> <li>Examine the true costs of goods and services. (FL)</li> </ul>	<p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.</p> <p>7.E3.4 Explain ways in which money facilitates exchange.</p> <p>8.E1.4 Examine the factors that influence spending decisions.</p> <p>8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>8.E3.1 Explain the roles of buyers,</p>	<p>2.5 Investigate financial benefits that come with having a job/career (i.e., life insurance, health insurance, retirement plans, career development opportunities, college assistance, better salaries, etc.).</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Writing</b> W.4, W.7 W 8</p> <p><b>Speaking and Listening</b> SL 1 SL.2, SL.4 SL 6</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p>

# JA Economics for Success Blended

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
	<p>sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p>		
<p><b>Managing My Money</b></p> <p>Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define a budget and its importance.</li> <li>Express the need to say “no” to some short-term spending to save for more important items in the future and to plan for emergencies.</li> <li>Practice budgeting skills using income that can be earned while still in school.</li> </ul>	<p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.4 Explain ways in which money facilitates exchange.</p> <p>8.E1.4 Examine the factors that influence spending decisions.</p> <p>8.E1.5 Create a budget and examine the benefits of budgeting.</p> <p>8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>2.1 Describe personal financial literacy with emphasis on financial management, budgeting, and investing.</p>	<p><b>Reading for Informational Text</b></p> <p>RI.1,RI.2,RI.4,RI.7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b></p> <p>L 1 L3 L4 L6</p> <p><b>Math Practices</b></p> <p>1-7</p>
<p><b>Paying for My Wants and Needs</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe ways to pay for everyday goods and services.</li> <li>Identify the differences between debit (paying now) and credit (paying in the future, plus interest).</li> </ul>	<p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.4 Explain ways in which money facilitates exchange.</p> <p>8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.</p> <p>8.E1.4 Examine the factors that influence spending decisions.</p> <p>8.E1.6 Analyze the impact of debt on individuals.</p> <p>8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>2.1 Describe personal financial literacy with emphasis on financial management, budgeting, and investing.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL.2, SL.4S</p> <p><b>Language</b></p> <p>L 1 L3 L4 L6</p> <p><b>Math Practices</b></p> <p>1-7</p>

# JA Economics for Success Blended

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>My Credit and Spending</b></p> <p>Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain who looks at your credit report and why.</li> <li>• Describe how financial decisions can improve a credit report.</li> <li>• Identify spending habits that are financially responsible.</li> </ul>	<p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.4 Explain ways in which money facilitates exchange.</p> <p>8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.</p> <p>8.E1.4 Examine the factors that influence spending decisions.</p> <p>8.E1.6 Analyze the impact of debt on individuals.</p> <p>8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>2.1 Describe personal financial literacy with emphasis on financial management, budgeting, and investing.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4 RI 7</p> <p><b>Writing</b></p> <p>W.4, W.6</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b></p> <p>1-7</p>
<p><b>My Ride on the Financial Roller Coaster</b></p> <p>Students understand risk and methods for handling it. They make decisions about scenarios involving risk.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Describe examples of how to use personal responsibility to address risk.</li> <li>• Recognize that insurance is a way to transfer the risk of loss.</li> <li>• Identify the opportunity cost in different spending decisions.</li> </ul>	<p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>8.E1.8 Identify ways insurance may minimize personal financial risk.</p> <p>8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>2.1 Describe personal financial literacy with emphasis on financial management, budgeting, and investing.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4 RI 7</p> <p><b>Writing</b></p> <p>W.4, W.6</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b></p> <p>1-7</p>

# JA It's My Future

Session Details	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session One: My Brand</b></p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe the elements of a brand</li> <li>▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career</li> <li>▪ Design a logo that expresses their personal brand</li> </ul>	<p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p>	<p>1.4 Evaluate personal values, aptitudes, and interests, and explain how they influence career decisions.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p><b>Session Two: Career Paths and Clusters</b></p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define careers cluster.</li> <li>▪ Identify jobs in specific career clusters to explore further</li> <li>▪ Recognize the interconnectivity and value of all types of jobs</li> </ul>	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.1 Distinguish among occupations, jobs, careers, and career pathways.</p> <p>1.2 Identify nationally recognized career clusters and examples of occupations and jobs for each cluster (e.g., <a href="http://careertech.org/career-clusters">careertech.org/career-clusters</a>).</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> 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	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session Three: High-Growth Careers</b></p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify specific careers that are forecast to have high- growth rates</li> <li>▪ Consider a variety of factors when selecting a career</li> </ul>	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.1 Distinguish among occupations, jobs, careers, and career pathways.</p> <p>1.2 Identify nationally recognized career clusters and examples of occupations and jobs for each cluster (e.g., <a href="http://careertech.org/career-clusters">careertech.org/career-clusters</a>).</p> <p>1.6 Acquire labor market information for jobs of interest including education and skills requirements, job responsibilities, and salaries.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>
<p><b>Session Four: Career Mapping</b></p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify jobs in specific career clusters that they would like to explore further</li> <li>▪ Plan significant milestones they need to reach to earn a particular job</li> </ul>	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.4 Evaluate personal values, aptitudes, and interests, and explain how they influence career decisions.</p> <p>1.5 Identify two or three career areas of interest using a career interest assessment platform.</p> <p>1.8 Develop a career plan that includes academic studies and career-related education and training.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> 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	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session Five: On the Hunt</b></p> <p>Students are introduced to the basics of looking for and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</li> <li>Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>Recognize the basic construction of a resume and skills that should be highlighted on a resume.</li> </ul>	<p>6.SP1.2 Analyze the interaction between an individual's personal values, beliefs, and societal norms</p>	<p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p><b>Session Six: Soft Skills</b></p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define and differentiate between technical skills and soft skills</li> <li>Identify specific soft skills they already possess and those they need to improve</li> </ul>	<p>6.SP1.2 Analyze the interaction between an individual's personal values, beliefs, and societal norms</p> <p>6.C4.1 Describe the skills and knowledge needed to accomplish tasks and goals</p> <p>7.C4.1 Explain how people can work cooperatively to achieve common goals</p> <p>8.C4.1 Analyze the responsibilities of individuals in a civil society (including leadership, engagement, and respectful behavior)</p>	<p>3.1 Give examples of critical thinking strategies/techniques (e.g., self-evaluation, self-reflection, asking questions, making informed decisions, using time wisely).</p> <p>3.5 Determine the most effective personal problem-solving and critical thinking model and understand how this relates to career opportunities.</p> <p>7.2 Explore the influence of personal behaviors and communication styles on workplace dynamics and outcomes.</p> <p>7.4 Demonstrate and describe appropriate work habits to obtain and retain employment (i.e., attendance, attitude, dress, performance, time management, cleanliness, etc.).</p> <p>7.5 Engage in professional, positive, safe, legal, and ethical behavior when using technology including social media interactions (i.e., digital</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>

# JA It's My Future

<b>Session Details</b>	<b>History and Social Science Standards</b>	<b>Career Exploration and Introduction to Early Career and Technical Education</b>	<b>English Language Arts Standards</b>
		citizenship, commonsense.org, be internet awesome, etc.).	

# JA Inspire

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session One: Career Planning Starts with You</b></p> <p>Through close examination of specific skills and career clusters, students learn the key factors to investigate career planning, skills, interests, work priorities, and job outlooks.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize career clusters that match their skills and interests.</li> <li>Assess their soft skills and identify need for improvement.</li> <li>Identify industries and jobs that offer opportunities.</li> </ul>	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.4 Evaluate personal values, aptitudes, and interests, and explain how they influence career decisions.</p> <p>1.6 Acquire labor market information for jobs of interest including education and skills requirements, job responsibilities, and salaries.</p> <p>7.2 Explore the influence of personal behaviors and communication styles on workplace dynamics and outcomes.</p> <p>7.4 Demonstrate and describe appropriate work habits to obtain and retain employment (i.e., attendance, attitude, dress, performance, time management, cleanliness, etc.).</p> <p>7.5 Engage in professional, positive, safe, legal, and ethical behavior when using technology including social media interactions (i.e., digital citizenship, commonsense.org, be internet awesome, etc.).</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Two: Making the Most of JA Inspire</b></p> <p>In this session, students refine a plan for the event. If possible, encourage students to spend additional time outside of class researching the participating companies.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify companies that they want to learn more about at the JA Inspire event. Three is a good number.</li> <li>Prepare questions that they want to ask and practice asking them.</li> <li>Create an elevator pitch—a statement that explains why they are interested in a company or a job and what they have to offer and helps to connect them with the company volunteers.</li> <li>Express their expectations of the upcoming event.</li> </ul>	<p><b>6.SP3.1</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection</p> <p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>7.C4.1</b> Explain how people can work cooperatively to achieve common goals</p> <p><b>8.C4.1</b> Analyze the responsibilities of individuals in a civil society (including leadership, engagement, and respectful behavior)</p> <p><b>6.SP4.1</b> Construct and present arguments using claims and evidence from multiple sources</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p> <p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7 W 8</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Inspire

<p><b>Session Three: JA Inspire Event</b></p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Make connections with adults who have jobs in careers that interest them.</li> <li>See the connection between high school programming choices and careers.</li> <li>Collect information about the education required to be successful in a job.</li> <li>Practice soft skills.</li> </ul>	<p><b>6.E1.1</b> Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied</p> <p><b>7.E1.1</b> Analyze how education, career choices, and family obligations affect future income</p> <p><b>8.E1.1</b> Analyze the relationship between education, income, and job opportunities</p> <p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>7.C4.1</b> Explain how people can work cooperatively to achieve common goals</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and societal norms</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p> <p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p> <p>7.5 Engage in professional, positive, safe, legal, and ethical behavior when using technology including social media interactions (i.e., digital citizenship, commonsense.org, be internet awesome, etc.).</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Four: Debrief and Next Steps</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path. They also compose a thank you note to a chosen company.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate personal goals and priorities based on their experience at the JA Inspire event.</li> <li>Identify next steps, including exploration of high school coursework and other research.</li> <li>Understand relevant business communication practices.</li> </ul>	<p><b>6.E1.1</b> Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied</p> <p><b>7.E1.1</b> Analyze how education, career choices, and family obligations affect future income</p> <p><b>8.E1.1</b> Analyze the relationship between education, income, and job opportunities</p> <p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and societal norms</p> <p><b>6.SP4.1</b> Construct and present arguments using claims and evidence from multiple sources</p>		<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 3 W 4 W 5</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Exploration Fair

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Pre-Fair Session: What Sets You Apart?</b></p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers.</li> <li>Differentiate between abilities (skills) and values.</li> <li>Identify their personal characteristics.</li> </ul>	<p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and societal norms</p> <p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>7.C4.1</b> Explain how people can work cooperatively to achieve common goals</p> <p><b>6.E1.1</b> Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied</p> <p><b>8.E1.1</b> Analyze the relationship between education, income, and job opportunities</p>	<p>1.1 Distinguish among occupations, jobs, careers, and career pathways.</p> <p>1.4 Evaluate personal values, aptitudes, and interests, and explain how they influence career decisions.</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p>
<p><b>The Day of the Fair</b></p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Complete one pre-fair activity (teacher-led) (optional).</li> <li>Express how jobs require specific interests and skills.</li> <li>Complete one post-fair activity (teacher-led) (optional).</li> <li>Complete a student evaluation, if requested.</li> </ul>	<p><b>6.E1.1</b> Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied</p> <p><b>7.E1.1</b> Analyze how education, career choices, and family obligations affect future income</p> <p><b>8.E1.1</b> Analyze the relationship between education, income, and job opportunities</p> <p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and societal norms</p> <p><b>6.SP3.1</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p> <p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p> <p>7.5 Engage in professional, positive, safe, legal, and ethical behavior when using technology including social media interactions (i.e., digital citizenship, commonsense.org, be internet awesome, etc.).</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p>

# JA Career Exploration Fair

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Post-Fair Session</b></p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify a future career goal.</li> <li>▪ Create a personal action plan.</li> </ul>	<p><b>6.E1.1</b> Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied</p> <p><b>7.E1.1</b> Analyze how education, career choices, and family obligations affect future income</p> <p><b>8.E1.1</b> Analyze the relationship between education, income, and job opportunities</p> <p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and societal norms</p>	<p>1.8 Develop a career plan that includes academic studies and career-related education and training.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 2 RI 4 RI 5 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Speaker Series

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests.</li> <li>Recognize Career Clusters</li> <li>Recall future high-demand occupations</li> </ul>	<p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p> <p>8.E1.1 Analyze the relationship between education, income, and job opportunities.</p>	<p>1.2 Identify nationally recognized career clusters and examples of occupations and jobs for each cluster (e.g., <a href="http://careertech.org/career-clusters">careertech.org/career-clusters</a>).</p> <p>1.3 Research knowledge, skills, and abilities needed for employment in each career cluster.</p> <p>1.4 Evaluate personal values, aptitudes, and interests, and explain how they influence career decisions.</p> <p>1.6 Acquire labor market information for jobs of interest including education and skills requirements, job responsibilities, and salaries.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice active listening skills.</li> <li>Equate job responsibilities with skills and interests</li> </ul>	<p><b>6.E1.1</b> Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied</p> <p><b>7.E1.1</b> Analyze how education, career choices, and family obligations affect future income</p> <p><b>8.E1.1</b> Analyze the relationship between education, income, and job opportunities</p> <p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and societal norms</p> <p><b>6.SP3.1</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p> <p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p> <p>7.5 Engage in professional, positive, safe, legal, and ethical behavior when using technology including social media interactions (i.e., digital citizenship, commonsense.org, be internet awesome, etc.).</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>



# JA Career Speaker Series

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize Career Clusters</li> </ul>	<p><b>6.E1.1</b> Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied</p> <p><b>7.E1.1</b> Analyze how education, career choices, and family obligations affect future income</p> <p><b>8.E1.1</b> Analyze the relationship between education, income, and job opportunities</p> <p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and societal norms</p>	<p>1.2 Identify nationally recognized career clusters and examples of occupations and jobs for each cluster (e.g., <a href="http://careertech.org/career-clusters">careertech.org/career-clusters</a>).</p> <p>1.3 Research knowledge, skills, and abilities needed for employment in each career cluster.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1</p> <p>SL 2</p> <p><b>Writing</b></p> <p>W 2</p> <p>W 4</p> <p>W 7</p> <p><b>Language</b></p> <p>L 3</p> <p>L 4</p> <p>L 6</p>

# JA Excellence through Ethics

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Day of the Visit</b></p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define ethics, ethical dilemma, values, core values, and interdependence.</li> <li>▪ Articulate how one's core values affects one's choices.</li> <li>▪ Articulate and identify the steps necessary to make ethical decisions.</li> <li>▪ Recognize that individual ethics affect the greater community.</li> </ul>	<p>8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.</p> <p>8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.</p>	<p>7.1 Define accountability and ethical behaviors and discuss their importance in the workplace.</p> <p>7.3 Identify ethical and unethical behavior in workplace scenarios (i.e., confidentiality, race and ethnicity, employment discrimination, etc.).</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3 SL 4</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Reflection Activity</b></p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Apply key terms and concepts used in the volunteer-led activities.</li> <li>▪ Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</li> <li>▪ Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.</li> </ul>	<p>8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.</p> <p>8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.</p>	<p>7.1 Define accountability and ethical behaviors and discuss their importance in the workplace.</p> <p>7.3 Identify ethical and unethical behavior in workplace scenarios (i.e., confidentiality, race and ethnicity, employment discrimination, etc.).</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 3</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA It's My Job (Soft Skills)

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of manners as an element of professionalism.</li> <li>Identify language and style appropriate for the workplace.</li> </ul>	<p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>7.C4.1</b> Explain how people can work cooperatively to achieve common goals</p> <p><b>8.C4.1</b> Analyze the responsibilities of individuals in a civil society (including leadership, engagement, and respectful behavior)</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual's personal values, beliefs, and societal norms</p>	<p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p> <p>7.2 Explore the influence of personal behaviors and communication styles on workplace dynamics and outcomes.</p> <p>7.4 Demonstrate and describe appropriate work habits to obtain and retain employment (i.e., attendance, attitude, dress, performance, time management, cleanliness, etc.).</p> <p>7.5 Engage in professional, positive, safe, legal, and ethical behavior when using technology including social media interactions (i.e., digital citizenship, commonsense.org, be internet awesome, etc.).</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 1 L 2 L 3 L 4 L 6</p>
<p><b>Applications and Resumes</b></p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify information necessary for a job application.</li> <li>Recognize key features and formatting of resumes.</li> <li>Use appropriate language for a resume.</li> </ul>	<p><b>6.E1.1</b> Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied</p> <p><b>7.E1.1</b> Analyze how education, career choices, and family obligations affect future income</p> <p><b>8.E1.1</b> Analyze the relationship between education, income, and job opportunities</p> <p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>6.SP4.1</b> Construct and present arguments using claims and evidence from multiple sources</p>	<p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p> <p>7.2 Explore the influence of personal behaviors and communication styles on workplace dynamics and outcomes.</p> <p>7.4 Demonstrate and describe appropriate work habits to obtain and retain employment (i.e., attendance, attitude, dress, performance, time management, cleanliness, etc.).</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 1 L 2 L 3 L 4 L 6</p>

# JA It's My Job (Soft Skills)

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Interviewing for a Job</b></p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify appropriate content for a personal brag sheet</li> <li>Adapt personal information to interview situations.</li> <li>Develop answers to common interview questions.</li> <li>Recognize appropriate professional dress and demeanor for a job interview.</li> </ul>	<p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>7.C4.1</b> Explain how people can work cooperatively to achieve common goals</p> <p><b>8.C4.1</b> Analyze the responsibilities of individuals in a civil society (including leadership, engagement, and respectful behavior)</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and societal norms</p> <p><b>6.SP4.1</b> Construct and present arguments using claims and evidence from multiple sources</p>	<p>etc.).</p> <p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p> <p>7.2 Explore the influence of personal behaviors and communication styles on workplace dynamics and outcomes.</p> <p>7.4 Demonstrate and describe appropriate work habits to obtain and retain employment (i.e., attendance, attitude, dress, performance, time management, cleanliness, etc.).</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L1 L 2 L 3 L 4 L 6</p>
<p><b>Cell Phones in the Workplace</b></p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>Adapt cell phone behavior and functions for professional uses.</li> <li>Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	<p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>7.C4.1</b> Explain how people can work cooperatively to achieve common goals</p> <p><b>8.C4.1</b> Analyze the responsibilities of individuals in a civil society (including leadership, engagement, and respectful behavior)</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual’s personal values, beliefs, and societal norms</p>	<p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p> <p>7.2 Explore the influence of personal behaviors and communication styles on workplace dynamics and outcomes.</p> <p>7.4 Demonstrate and describe appropriate work habits to obtain and retain employment (i.e., attendance, attitude, dress, performance, time management, cleanliness, etc.).</p> <p>7.5 Engage in professional, positive, safe, legal, and ethical behavior when using technology including social media interactions (i.e., digital citizenship, commonsense.org, be</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>

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

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
		internet awesome, etc.).	
<p><b>Workplace Communication</b></p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and use an appropriate professional tone in workplace communication.</li> <li>▪ Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>▪ Enable cooperative and productive group interactions.</li> <li>▪ Communicate to solve problems collaboratively and respectfully.</li> </ul>	<p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>7.C4.1</b> Explain how people can work cooperatively to achieve common goals</p> <p><b>8.C4.1</b> Analyze the responsibilities of individuals in a civil society (including leadership, engagement, and respectful behavior)</p> <p><b>6.SP1.2</b> Analyze the interaction between an individual's personal values, beliefs, and societal norms</p> <p><b>6.SP4.1</b> Construct and present arguments using claims and evidence from multiple sources</p>	<p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p> <p>7.2 Explore the influence of personal behaviors and communication styles on workplace dynamics and outcomes.</p> <p>7.4 Demonstrate and describe appropriate work habits to obtain and retain employment (i.e., attendance, attitude, dress, performance, time management, cleanliness, etc.).</p> <p>7.5 Engage in professional, positive, safe, legal, and ethical behavior when using technology including social media interactions (i.e., digital citizenship, commonsense.org, be internet awesome, etc.).</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 5 SL 6</p> <p><b>Language</b></p> <p>L1 L 3 L 4 L 6</p>

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

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Workplace Writing</b></p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Use proper spelling, grammar, and punctuation in the workplace.</li> <li>▪ List best practices for effective business writing.</li> <li>▪ Use clear language and appropriate style for written communication in the workplace.</li> <li>▪ Identify important ideas and express them clearly and concisely in writing.</li> </ul>	<p><b>6.C4.1</b> Describe the skills and knowledge needed to accomplish tasks and goals</p> <p><b>6.SP4.1</b> Construct and present arguments using claims and evidence from multiple sources</p> <p><b>7.C4.1</b> Explain how people can work cooperatively to achieve common goals</p> <p><b>8.C4.1</b> Analyze the responsibilities of individuals in a civil society (including leadership, engagement, and respectful behavior)</p>	<p>5.6 Practice professional workplace communication across various mediums to embrace effectiveness and professionalism (e.g., emails, business letters, resumes, texts, and social media).</p> <p>7.2 Explore the influence of personal behaviors and communication styles on workplace dynamics and outcomes.</p> <p>7.4 Demonstrate and describe appropriate work habits to obtain and retain employment (i.e., attendance, attitude, dress, performance, time management, cleanliness, etc.).</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b></p> <p>W 4 W 5 W 6</p> <p><b>Language</b></p> <p>L 1 L 2 L 3 L 4 L 6</p>

# JA Company Program Pop Up

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session One: Pop-Up Warm-Up</b></p> <p>This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain what a pop-up business is and its intended purpose.</li> <li>Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements.</li> <li>Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture.</li> </ul>	<p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p>	<p><b>Grade 6</b> RI.6 3,4,7 W.6.4 SL 6.1,2 L. 6 1,2,3,4,6</p> <p><b>Grade 7</b> RI.7 3,4 W.7.2.4 SL.7 1,2 L.7. 1-6</p> <p><b>Grade 8</b> RI.8 3,4 W.8.4 SL. 8.1,2 L.8 1-6</p>
<p><b>Session Two: Doing the Research</b></p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers' needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of the profit equation and understand how to calculate profit.</li> <li>Explain what a target audience is.</li> <li>Recognize the importance of the customers' wants and needs related to the business's goals.</li> <li>Identify appropriate market research techniques to use when collecting information.</li> </ul>	<p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p>	<p><b>Grade 6</b> RI.6 1,2,4,7 W.6 4,7,9 SL.6 1,2,4 L.6 1-6</p> <p><b>Grade 7</b> RI.7 1,4 W.7 2,7,9 SL.7 1,2,4 L.7 1-6</p> <p><b>Grade 8</b> 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	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session Three: Defining the Pop-Up Structure</b></p> <p>During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze market research data to make planning decisions about the pop-up business to maximize sales.</li> <li>Describe the different roles and responsibilities necessary to organize and run a pop-up business.</li> <li>Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team.</li> <li>Draft a timeline of tasks and associated due dates needed to meet the company's goals.</li> </ul>	<p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p>	<p><b>Grade 6</b> RI.6. 2,4,7 W.6. 4,7,9 SL.6. 1,2,4 L.6.1-6</p> <p><b>Grade 7</b> RI.7 2,4 W.7. 4,7,9 SL. 7 1,2,4 L. 7. 1-6</p> <p><b>Grade 8</b> RI.8 2,4 W.8 4,7,9 SL.8 1,2,4 L.8 1-6</p>
<p><b>Session Four: The Ps of Pop-Up</b></p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business.</li> <li>Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix.</li> <li>Design an optimal layout for a pop-up business that will maximize sales.</li> </ul>	<p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.</p> <p>8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.2 Analyze the relationship between supply, demand, and competition and their</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p>	<p><b>Grade 6</b> RI.6 2,3,4,7 W.6 4 SL. 8. 1,2,4 L.6. 1-6</p> <p><b>Grade 7</b> RI.7. 2,3,4 W.7 4 SL 7. 1,2,4 L.7. 1-6</p> <p><b>Grade 8</b> 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	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
	influence on prices, wages, and production.		
<p><b>Session Five: Creating the Buzz</b></p> <p>This meeting focuses on selecting a price for the product or service, as well as promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will determine how to promote their business and will work on tasks for advertising.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal.</li> <li>Design promotional strategies and materials to attract interest in the pop-up business.</li> </ul>	<p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.</p> <p>8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p>	<p><b>Grade 6</b></p> <p>RI.6 1,2,3,4,7 W.6 4,7,9 SL.6 1,2,4 L. 6 1-6</p> <p><b>Grade 7</b></p> <p>RI.7 1,2,3,4 W.7 4,7,9 SL.7 1,2,4 L. 7 1-6</p> <p><b>Grade 8</b></p> <p>RI 8 1,2,3,4 W.8 4,7,9 SL.8 1,2,4 L. 8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session Six: Open for Business!</b></p> <p>In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operating. Additionally, they review and finalize all logistics necessary to launch and open the store.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Select appropriate sales strategies to use while interacting with customers during pop-up store sales.</li> <li>▪ Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals.</li> <li>▪ Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule.</li> </ul>	<p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets</p> <p>8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p> <p>8.E4.3 Explain the effect of productivity on standard of living.</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p> <p>5.4 Discuss the impact of cultural, generational, and geographical differences on communication (i.e., preferences, misunderstandings, language barriers, etc.).</p> <p>5.5 Use effective cross-cultural communication skills in person and virtually with diverse groups (i.e., avoid slang, speak slowly, keep it simple, write instructions, etc.).</p>	<p><b>Grade 6</b></p> <p>RI.6 2,4 W.6. 4 SL.6 1,2,4 L. 6. 1-6</p> <p><b>Grade 7</b></p> <p>RI.7 2,4 W.7 4 SL.7. 4 L. 7. 1-6</p> <p><b>Grade 8</b></p> <p>RI 8. 2,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	History and Social Science Standards	Career Exploration and Introduction to Early Career and Technical Education	English Language Arts Standards
<p><b>Session Seven: Pop-Up Wrap-Up</b></p> <p>This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business's final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store's proceeds to their charitable recipient and celebrate their accomplishments.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Complete the tasks to calculate final sales and profit and close out the business.</li> <li>▪ Analyze final sales information and compare it to the pop-up business's initial profit goal.</li> <li>▪ Assess company and personal goals to determine successes and areas for improvement.</li> </ul>	<p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p> <p>8.E4.3 Explain the effect of productivity on standard of living.</p>	<p>5.2 Identify and demonstrate various communication methods (i.e., verbal, nonverbal, written, visual, etc.).</p> <p>5.3 Compare and contrast communication styles based on different audiences and purposes (i.e., talking to friends vs. adults, giving instructions or sharing a story, asking for help or giving information, etc.).</p>	<p><b>Grade 6</b></p> <p>RI.6 2,3,4,7 W.6. 4 SL.6 1,2,4 L. 6. 1-6</p> <p><b>Grade 7</b></p> <p>RI.7 2,3,4 W.7 4 SL.7. 1,2,4 L. 7. 1-6</p> <p><b>Grade 8</b></p> <p>RI 8. 2,3,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>