

A Correlation:
Virginia
Academic Standards
and
Junior Achievement
Middle School
Programs



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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 Virginia Standards of Learning for History, Social Studies, Economics, Personal Finance, Mathematics and Language Arts and the Virginia Workplace Readiness Skills. 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](#)[®] introduces students to initial work and career readiness and personal finance concepts. The learning experience offers 6 or more or more instructional contact hours (ICH) based on modular delivery of at least 6 of the 10 sessions. (Grades 6-8)

[JA It's My Future](#)[®] offers middle school students' practical information to help prepare them for the working world. Students explore career resources to develop the job-hunting skills needed to earn a job. The learning experience includes six 45-minute sessions, with additional extended learning activities and optional digital assets offered throughout. (Grades 6-8)

[JA Inspire Entry](#)[®] is more than a career fair. It brings together the business community and local schools and is designed to help launch middle school students into their futures: high school, postsecondary education, and careers beyond. It consists of pre-event career-oriented sessions, the JA Inspire event (in-person, virtual, or both), and a post-event reflection. (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](#)[®] 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](#)[®] Students learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community. The learning experience is 60- to 90-minutes with additional optional activities. (Grades 6-12)

[JA It's My Job](#)[®] (Soft Skills) helps students understand the value of professional communication and soft skills, making them more employable to future employers across multiple career clusters. The learning experience includes six 45-minute sessions, with additional extended learning activities and optional digital assets offered throughout. (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 Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>My Career Exploration</p> <p>Students explore the 16 career clusters and identify the clusters they find interesting. They learn that if they start career planning early, they will have the most choices available to them and the best opportunity to succeed in a career that matches their values, skills, and interests.</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>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</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 a personal brand toward a future career. Develop a personal brand statement, based on values, skills, and interests. Recognize that self-knowledge is needed to work effectively with others. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>13. Demonstrate continuous learning and adaptability.</p>

JA Economics for Success

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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 and achieve career goals. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p> <p>CE.14.e The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by describing the importance of education to one’s intellectual life, lifelong learning, and personal goals.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>
<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>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>20. Demonstrate professionalism.</p>

JA Economics for Success

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>CE.14.f The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by analyzing the role of financial responsibility in good citizenship including, but not limited to evaluating common forms of credit, savings, and investments.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<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. ● Examine the true costs of goods and services. 	<p>CE.14.f The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by analyzing the role of financial responsibility in good citizenship including, but not limited to evaluating common forms of credit, savings, and investments.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

JA Economics for Success

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>CE.14.f The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by analyzing the role of financial responsibility in good citizenship including, but not limited to evaluating common forms of credit, savings, and investments.</p> <p>EPF.12.F The student will demonstrate knowledge of banking transactions by examining how financial institutions affect personal financial planning.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>CE.14.f The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by analyzing the role of financial responsibility in good citizenship including, but not limited to evaluating common forms of credit, savings, and investments.</p> <p>EPF.10.a The student will develop consumer skills by examining basic economic concepts (such as scarcity and opportunity cost) and their relation to product prices and consumer spending.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

JA Economics for Success

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>CE.14.f The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by analyzing the role of financial responsibility in good citizenship including, but not limited to evaluating common forms of credit, savings, and investments.</p> <p>EPF.13.b The student will demonstrate knowledge of credit and loan functions by evaluating the various methods of financing a purchase.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</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>CE.14.f The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by analyzing the role of financial responsibility in good citizenship including, but not limited to evaluating common forms of credit, savings, and investments.</p> <p>EPF.14.a The student will demonstrate knowledge of the role of insurance in risk management by identifying different ways to manage risk.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p>

JA It's My Future

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>Session One: My Purpose</p> <p>Students are introduced to the world of work and consider their potential purpose within it. Students identify their strengths, explore civic virtues, and examine how these intersect to benefit their community.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify how their personal strengths and interests intersect with the needs in their communities. Explain how civic virtues can contribute to their purpose. 	<p>CE.6.d The student will apply history and social science skills to define citizenship by examining how civic participation can address community needs and serve the public good, including the importance of volunteering, staying informed about current issues, and respecting differing beliefs in a diverse society.</p> <p>CE.14.e The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by describing the importance of education to one's intellectual life, lifelong learning, and personal goals.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students learn about the 16 career clusters. They take a career interest survey to identify jobs and career pathways in their preferred clusters. Students explore the importance of all jobs within a community.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify jobs in specific career clusters to explore further. Recognize the interconnectivity and value of all jobs in contributing to the common good in a community. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>

JA It's My Future

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>Session Three: Bright Outlook 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 fields.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify specific careers that are forecast to have high growth rates. Examine a variety of factors when selecting a career, in order to be well informed. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students explore the lives of celebrities and their paths to success. Students examine a sample career map and create their own.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify transferable skills they need for a specific career goal. Plan significant milestones they need to reach to prepare for a particular job. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>

JA It's My Future

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>Session Five: On the Hunt</p> <p>Students are introduced to looking, applying, and interviewing for a job. They play a game to identify two truths and a myth about the job search process. They learn interview skills, how to create a resume, and the importance of volunteering when preparing for the world of work.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Recognize basic job-hunting techniques, including looking for a job, constructing a resume, interviewing, and listing references. Recognize the importance of personal presentation and making a good impression, on paper and in person. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>5. Demonstrate work ethic.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>
<p>Session Six: Soft Skills</p> <p>Students learn why soft skills are essential for getting and keeping a job. Students complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. They role-play a community meeting to practice soft skills, deliberation, and civic virtues.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify specific soft skills they already possess and those they need to improve. Apply soft skills and civil discourse when deliberating in school, workplace, and community settings. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>5. Demonstrate work ethic.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p> <p>22. Demonstrate workplace safety.</p>

JA Inspire Entry

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>Session One: Career Interests and Your Path</p> <p>Students are introduced to the concept of using their own values, skills, and interests as the foundation of career decisions. They watch the first in a series of <i>JA Inspire</i> videos on career planning. They take a career assessment and evaluate their results.</p> <p>Objectives / 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>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</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 / 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>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>
<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 / Students will:</p>	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and</p>	<p>5. Demonstrate work ethic.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>20. Demonstrate professionalism.</p>

JA Inspire Entry

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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. 		speaking and writing activities. 6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).	21. Demonstrate reading and writing skills.
<p>Session Four: Local Business Means Opportunity</p> <p>Students learn about their local economy. They review the list of <i>JA Inspire</i> exhibitors and the website of the local Chamber of Commerce and look for common themes, such as career clusters. They identify companies they would like to visit during the <i>JA Inspire</i> event.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Recognize traits of their local economy. Identify common career clusters in their area and among <i>JA Inspire</i> exhibitors. Create a list of exhibitors to visit during the <i>JA Inspire</i> event. 	CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice. CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.	6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics. 6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities. 6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).	3. Demonstrate initiative and self-direction. 20. Demonstrate professionalism. 21. Demonstrate reading and writing skills.
<p>Session Five (Virtual Event): Learn from the Experts</p> <p>Students review the speakers and webinars available at the <i>JA Inspire</i> event, create a list of at least three to view, and define what they would like to learn from them.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify relevant <i>JA Inspire</i> 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. 	CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice. CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.	6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics. 6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities. 6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).	2. Demonstrate critical thinking and problem-solving. 5. Demonstrate work ethic. 7. Demonstrate listening and speaking skills. 11. Demonstrate big picture thinking. 12. Demonstrate career and life-management skills.

JA Inspire Entry

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>Session Five (In-Person Event): Prepare for the JA Inspire Event</p> <p>Students prepare for the in-person JA Inspire event by reviewing logistics of the event day and getting ready to make a good first impression when interacting with company representatives.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> ● Create an elevator pitch about themselves. ● Develop questions for exhibitors. ● Learn what behavior is expected at the event. ● Review a form they will use to take notes at the event. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p>
<p>Session Six: Visit the JA Inspire Event</p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> ● Visit exhibits at the <i>JA Inspire</i> event. ● Attend speeches and webinars at the event (if applicable). ● Complete the What I Learned section of the chart from their Learn from the Experts handout (if applicable). 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6.C.1.A.i Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.</p> <p>6.C.1.A.iii Asking relevant questions to clarify others' perspectives.</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</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 / Students will:</p> <ul style="list-style-type: none"> ● Evaluate personal goals and priorities based on their experience at the <i>JA Inspire</i> program. ● Identify next steps, including exploration of high school coursework and other research. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>21. Demonstrate reading and writing skills.</p>

JA Inspire Entry

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills

JA Career Exploration Fair

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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 / Students will:</p> <ul style="list-style-type: none"> Define <i>careers</i>. Differentiate between <i>abilities (skills)</i> and <i>values</i>. Identify their personal characteristics. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</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 / Students will:</p> <ul style="list-style-type: none"> Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p> <p>CE.14.e The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by describing the importance of education to one's intellectual life, lifelong learning, and personal goals.</p>	<p>6.C.1.A.i Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.</p> <p>6.C.1.A.iii Asking relevant questions to clarify others' perspectives.</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p>

JA Career Exploration Fair

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>Post-Fair Session</p> <p>Students reflect on their <i>JA Career Exploration Fair</i> experiences.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> ● Identify a future career goal. ● Create a personal action plan. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>21. Demonstrate reading and writing skills.</p>

JA Career Speaker Series

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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 / Students will:</p> <ul style="list-style-type: none"> Identify skills and interests. Recognize career clusters. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</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 / Students will:</p> <ul style="list-style-type: none"> Practice active listening skills. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6.C.1.A.i Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.</p> <p>6.C.1.A.iii Asking relevant questions to clarify others' perspectives.</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</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 / Students will:</p> <ul style="list-style-type: none"> Identify skills and interests. Recognize career clusters. 	<p>CE.14.a The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the talents, interests, and aspirations that can influence career choice.</p> <p>CE.14.c The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying human capital, abilities, intellectual and physical skills, work habits, and education, and the changing supply and demand in the economy.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>21. Demonstrate reading and writing skills.</p>

JA Excellence through Ethics

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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. Then students are given a process to use when faced with an ethical dilemma.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> • Define <i>ethics, ethical dilemma, values, core values, and interdependence.</i> • Articulate how one's core values affect one's choices. • Articulate and identify the steps necessary to make ethical decisions. • Recognize that individual ethics affect the greater community. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6.C.1.A.i Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.</p> <p>6.C.1.A.iii Asking relevant questions to clarify others' perspectives.</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p>
<p>Reflection Activity</p> <p>Students will reflect upon and discuss what they learned from their interactions 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 / 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 their own values to begin to see the connection between their words and actions. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>21. Demonstrate reading and writing skills.</p>

JA It's My Job (Soft Skills)

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>Communicating About Yourself</p> <p>This session covers the basics of professional communication and workplace introductions. Activities are included for students to practice appropriate workplace behavior and language, as well as active listening skills.</p> <p>Objectives / 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. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>
<p>Applications and Resumes</p> <p>This session covers job applications and resumes, two written methods for applying for a job. Students examine both documents 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 / Students will:</p> <ul style="list-style-type: none"> Identify information necessary for completing a job application. Recognize key features and formatting of resumes. Use appropriate language for a resume. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>12. Demonstrate career and life-management skills.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>
<p>Interviewing for a Job</p> <p>This session covers communication styles used during the process of job hunting, with an emphasis on interviewing. Students begin by tracking their accomplishments in a "brag sheet." Next, students can prepare to answer interview questions and/or stage mock interviews.</p> <p>Objectives / 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. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>20. Demonstrate professionalism.</p>

JA It's My Job (Soft Skills)

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>Cell Phones in the Workplace</p> <p>This session covers communication methods to ensure workplaces success, focusing on using cell phones in the workplace.</p> <p>Objectives / 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. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>15. Demonstrate information-literacy skills.</p> <p>16. Demonstrate an understanding of information security.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p> <p>20. Demonstrate professionalism.</p> <p>22. Demonstrate workplace safety.</p>
<p>Workplace Communication</p> <p>This session covers communication methods to ensure workplace success. Activities address topics of professional tone, appropriate topics for workplace discussions, and building consensus.</p> <p>Objectives / 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. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>6. Demonstrate conflict-resolution skills.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>10. Collaborate with team members.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

JA It's My Job (Soft Skills)

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives / 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. 	<p>CE.14.b The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by identifying the attitudes and behaviors that strengthen individual work ethic and promote career success.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

JA Company Program Pop Up

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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. ● Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture. ● Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements. ● Discuss the importance of charitable giving. 	<p>CE.14.f The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by analyzing the role of financial responsibility in good citizenship including, but not limited to evaluating common forms of credit, savings, and investments.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</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 who the target audience is. ● Recognize the importance of the customers' wants and needs 	<p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>15. Demonstrate information-literacy skills.</p>

JA Company Program Pop Up

Session Description	Virginia Standards of Learning for Social Studies, Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>related to the business's goals.</p> <ul style="list-style-type: none"> Identify appropriate market research techniques to use when collecting information. 			
<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 the course of 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 their own personal strengths and weaknesses to determine what their role on the pop-up team should be. Draft a timeline of tasks and associated due dates needed to meet the company's goals. 	<p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p> <p>EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.</p> <p>EPF.2.h The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing the effects of competition on producers, sellers, and consumers.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>5. Demonstrate work ethic.</p> <p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</p> <p>14. Manage time and resources.</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. Recognize that people want to be able to connect emotionally with 	<p>EPF.10.e The student will develop consumer skills by examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>8. Demonstrate respect for diversity.</p> <p>9. Demonstrate customer service skills.</p>

JA Company Program Pop Up

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<p>a charitable cause.</p> <ul style="list-style-type: none"> 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>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. Devise promotional strategies and materials to attract interest to the pop-up business. 	<p>EPF.3.b The student will demonstrate knowledge of the price system by explaining how the interaction of supply and demand determines equilibrium price and wages.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>8. Demonstrate respect for diversity.</p> <p>9. Demonstrate customer service skills.</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. Assist others in empathizing with charitable causes that are personally meaningful. Resolve final logistics before launching the pop-up business, including transaction types, 	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.b The student will demonstrate knowledge of the role of producers and consumers in a market economy by explaining how businesses respond to consumer sovereignty.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>8. Demonstrate respect for diversity.</p> <p>9. Demonstrate customer service skills.</p>

JA Company Program Pop Up

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starting cash, inventory tracking, and staffing schedule.			
<p>Session Seven: Pop-Up Wrap-Up</p> <p>This meeting guides students through the final tasks necessary to close the pop-up 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. ● Identify meaningful ways to contribute proceeds to a worthy cause. ● 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>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p> <p>EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.</p> <p>EPF.2.h The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing the effects of competition on producers, sellers, and consumers.</p>	<p>6-8.RV.1.A Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.</p> <p>6-8.RV.1.H Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.</p> <p>6-8.W.1.D Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>5. Demonstrate work ethic.</p> <p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</p> <p>14. Manage time and resources.</p>