

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



Updated July 2023

[Illinois Social Science Standards](#)

[Illinois PaCE Framework](#)

Illinois Workplace Skills Standards

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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 Illinois Social Science Standards and the College and Career Life Framework and the Common Core 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](#)<sup>®</sup> provides practical information about personal finance and the importance of identifying education and career goals based on a student's skills, interests, and values.

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

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

[JA It's My Business!](#)<sup>®</sup> Blended Model provides middle school students an opportunity to experience the initial steps necessary to start a business. New program content provides an authentic entrepreneurial experience for students, with each session building up to a product-pitch competition

[JA It's My Future](#)<sup>®</sup> 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](#)<sup>®</sup> 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 Inspire](#)<sup>®</sup> [Virtual](#) is more than a career fair, it brings together the business community and local schools and is designed to help launch students into their futures: high school, college, and careers beyond. Within the virtual experience, students attend webinars and presentations, explore career booths, and interact with career speakers. (Grades 9-12)

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

[JA Career Speakers Series](#)<sup>™</sup> 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](#)<sup>®</sup> 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](#)<sup>®</sup> (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](#)<sup>®</sup> [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	Academic Standards	Other Standards	English Language Arts
<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>SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.</p>	<p><b>A6</b> Identify career information from counseling sources.</p> <p><b>PaCE</b> complete a career cluster survey</p> <p>Know the concept of career clusters of interest</p> <p><b>Illinois Workplace Skills</b></p> <p>A1 Match interest to employment area</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>SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.</p>	<p><b>A1</b> Match interest to employment area.</p> <p><b>A4</b> Match personality type to job area.</p> <p><b>A6</b> Identify career information from counseling sources.</p> <p><b>Illinois Workplace Skills</b></p> <p>A3 Match attitudes to job area</p> <p>A4 Match personality type to job area.</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>
<p><b>My Career Goals</b></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><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 obstacles</li> </ul>	<p>SS.EC.FL.1.6-8.LC. Analyze the relationship between skills, education, jobs, and income.</p>	<p><b>Illinois Workplace Skills</b></p> <p><b>A2</b> Identify short-term work goals.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4</p> <p><b>Writing</b></p> <p>W.4</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p>

# JA Economics for Success Blended

Session Descriptions	Academic Standards	Other Standards	English Language Arts
<p><b>My Transferable Skills</b></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><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>SS.EC.FL.1.6-8.LC. Analyze the relationship between skills, education, jobs, and income.</p>	<p><b>Illinois Workplace Skills</b></p> <p>E1 Describe responsibilities of employee.</p> <p>F2 Identify positive behavior.</p> <p>H3 Employ reasoning skills.</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 2 RI 4</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</p> <p><b>Language</b></p> <p>L 1 L2 L3 L4 L6</p>
<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>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society.</p> <p>SS.EC.FL.2.6-8.LC. Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.</p>	<p><b>PaCE</b> be exposed to a financial literacy unit in a course or workshop</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 3</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 Economics for Success Blended

Session Descriptions	Academic Standards	Other Standards	English Language Arts
<p><b>Planning for My Future Income</b> 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>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society</p>	<p>PaCE be exposed to a financial literacy unit in a course or workshop</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>
<p><b>Managing My Money</b> 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>SS.EC.1.6-8.LC. Explain how economic decisions affect the well-being of individuals, businesses and society</p> <p>SS.EC.FL.1.6-8.MdC. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.</p>	<p>PaCE be exposed to a financial literacy unit in a course or workshop</p>	<p><b>Reading for Informational Text</b> RI.1,RI.2,RI.4,RI.7</p> <p><b>Speaking and Listening</b> SL 1 SL.2 SL.4 SL 6</p> <p><b>Language</b> L 1 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>
<p><b>Paying for My Wants and Needs</b> 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>SS.EC.FL.1.6-8.MdC. Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.</p>	<p>PaCE be exposed to a financial literacy unit in a course or workshop</p>	<p><b>Reading for Informational Text</b> RI 1 RI 2 RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL.2, SL.4S</p> <p><b>Language</b> L 1 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>

# JA Economics for Success Blended

Session Descriptions	Academic Standards	Other Standards	English Language Arts
<p><b>My Credit and Spending</b> 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>SS.EC.FL.1.6-8.MC. Describe the connection between credit, credit options, and interest and credit history.</p>	<p><b>PaCE</b> be exposed to a financial literacy unit in a course or workshop</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.2 SL.4 SL 6</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>
<p><b>My Ride on the Financial Roller Coaster</b> 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>SS.EC.FL.2.6-8.MC. Analyze the relationship between financial risks and protection, insurance and costs.</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.2 SL.4 SL 6</p> <p><b>Language</b> L 1 L2 L3 L4 L6</p> <p><b>Math Practices</b> 1-7</p>

# JA Global Marketplace

Session Details	Academic Standards	Other Standards	Common Core Standards
<p><b>Session One: Business and Customer</b></p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify what a business gains from an exchange with a customer</li> <li>Identify what a customer gains from an exchange with a business</li> <li>Define ethics and ethical dilemma (Deeper Look)</li> <li>Identify the stakeholders of a business.</li> <li>Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look)</li> </ul>	<p><b>Social Science-6-8</b></p> <p><b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.</p> <p><b>SS.G3.6-8.MdC:</b> Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p> <p><b>SS.EC.2.6-8.LC:</b> Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>K3 Recognize impact of technological changes on tasks and people</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.4 SL.8.1-2 L.8.1-6</p>
<p><b>Session Two: Business and Culture</b></p> <p>Students learn that businesses must understand cultural differences to meet customers' needs and make a profit in different countries.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify business-related, cultural differences throughout the world</li> <li>Explain the need for international businesses to consider their customers' cultural differences to provide for the customer and make a profit</li> <li>Identify cultural differences throughout the world that affect social interaction and communication</li> </ul>	<p><b>Social Science-6-8</b></p> <p><b>SS.G2.6-8.MdC:</b> Compare and contrast the cultural and environmental characteristics of different places or regions.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>1B.3a. Analyze how personal qualities influence choices and successes.</p> <p>2A.3b. Analyze how one's behavior may affect others.</p> <p>2.B. Recognize individual and group similarities and differences.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>F2 Identify positive behavior.</p> <p>F3 Identify company dress and appearance standards.</p> <p>F6 Identify how to treat people with respect.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 W.7.4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 W.8.4,7 SL.8.1-2 SL.8.4 L.8.1-6</p>

# JA Global Marketplace

Session Details	Academic Standards	Other Standards	Common Core Standards
<p><b>Session Three: Global Trade</b></p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify reasons why countries trade</li> <li>Demonstrate that countries benefit more from trade than from trying to meet all their own needs</li> <li>Apply key terms related to trade.</li> <li>Describe how improvements in technology can influence international trade</li> </ul>	<p><b>Social Science-6-8</b></p> <p><b>SS.G.1.6-8.LC:</b> Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.</p> <p><b>SS.G.1.6-8.MdC:</b> Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>K3 Recognize impact of technological changes on tasks and people.</p> <p>J9 Apply ethical reasoning.</p>	<p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4 L.8.1-4 L.8.6</p>
<p><b>Session Four: Why Countries Specialize</b></p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define specialization</li> <li>Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs</li> <li>Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country</li> </ul>	<p><b>Social Science-6-8</b></p> <p>SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.</p> <p>SS.EC.1.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p>	<p><b>Social Emotional Learning Standards</b></p> <p>2.C Use communication and social skills to interact effectively with others.</p> <p>3.B Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>F1 Assess business image, products, and/or services.</p> <p>H1 Identify the problem.</p> <p>H2 Identify solutions to a problem and their impact.</p> <p>H3 Employ reasoning skills.</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1,3,4,6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1,3,4,6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4,6</p> <p><b>MATH</b> 6.NSA.3 6.RP.3</p> <p>7.RP.2 7.NS.3</p> <p><b>Mathematical Practices</b> 1-2 4-7</p>



# JA Global Marketplace

Session Details	Academic Standards	Other Standards	Common Core Standards
<p><b>Session Five: Trade Barriers</b></p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify examples of trade barriers</li> <li>Analyze the consequences of trade barriers on businesses, employees, and customers</li> <li>Explain why balance of trade matters to businesses, customers, and employees</li> </ul>	<p><b>Social Science-6-8</b></p> <p><b>SS.EC.3.6-8.MdC:</b> Explain barriers to trade and how those barriers influence trade among nations.</p> <p><b>SS.CV.2.6-8.LC:</b> Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p> <p><b>SS.CV.6.6-8.LC:</b> Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>H2 Identify solutions to a problem and their impact.</p> <p>H3 Employ reasoning skills.</p> <p>H4 Evaluate options.</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 L.8.1-6</p>
<p><b>Session Six: Currency</b></p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define currency and exchange rate</li> <li>Recognize that different countries have different forms of currency</li> <li>Recognize that each currency has a different value, which is determined through a variable exchange rate</li> </ul>	<p><b>Social Science-6-8</b></p> <p><b>SS.EC.1.6-8.LC:</b> Explain how economic decisions affect the well-being of individuals, businesses and society.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>J1 Identify established rules, regulations, and policies.</p> <p>J2 Practice time management.</p> <p>J7 Demonstrate a willingness to learn</p>	<p><b>ELA</b></p> <p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1 L.6.3-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 L.7.1 L.7.3-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1 L.8.3-6</p>

# JA Global Marketplace

Session Details	Academic Standards	Other Standards	Common Core Standards
<p><b>Session Seven: Global Workforce</b></p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages</li> <li>▪ Express specific steps that would need to be taken to obtain work in another country</li> <li>▪ Recognize the value of a second language for future job opportunities</li> </ul>	<p><b>Social Science-6-8</b></p> <p>SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).</p> <p>SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.</p>	<p><b>IL Career Student Competencies</b></p> <p>Predict what they need to know to find a satisfying career in the future.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>B1 Locate employment opportunities.</p> <p>B1 Identify job requirements.</p> <p>B2 Locate resources for finding employment.</p>	<p><b>ELA</b></p> <p><b>Grade 6</b></p> <p>RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.1 RI.7.4 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.1,4 W.8.4 SL.8.1-2 L.8.1-6</p>

# JA It's My Business!

Session Details	Academic Standards	Work and Career Standards	Common Core ELA
<p><b>Session One: Entrepreneurs</b></p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship and social entrepreneurship</li> <li>▪ Describe the relationship between a business and its products and service</li> <li>▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves</li> </ul>	<p><b>Social Sciences</b></p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p><b>IL Career Student Competencies</b></p> <p>Describe their present skills and predict their future skills</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>A1 Match interest to employment area.</p> <p>A4 Match personality type to job area</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4,7 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 L.8.1-5</p>
<p><b>Session Two: Market and Need</b></p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Define market and need</li> <li>▪ Explain the importance of identifying market and need when developing new product or service ideas</li> </ul>	<p><b>Social Sciences</b></p> <p>SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>D5 Ask questions about tasks.</p> <p>M1 Identify style of leadership used in teamwork.</p> <p>M2 Work with team members.</p> <p>M3 Complete a team task.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4,7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 SL.8.4 L.8.1-5</p>

# JA It's My Business!

Session Details	Academic Standards	Work and Career Standards	Common Core ELA
<p><b>Session Three: Innovative Ideas</b></p> <p>Students learn about innovative idea generation and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business</li> <li>Participate in creative idea generation, from brainstorming to defending and selecting an idea</li> </ul>	<p><b>Social Sciences</b></p> <p>SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>H2 Identify solutions to a problem and their impact.</p> <p>K2 Demonstrate basic knowledge of computing.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 RI.7.7 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>
<p><b>Session Four: Testing the Market</b></p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of market research in the product development process</li> <li>Describe multiple types of survey questions</li> </ul>	<p><b>Social Sciences</b></p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>H3 Employ reasoning skills.</p> <p>H4 Evaluate options.</p> <p>H5 Set priorities.</p> <p>M1 Identify style of leadership used in teamwork.</p> <p>M2 Work with team members.</p> <p>M3 Complete a team task.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI.7.4 RI.7.7 W.7.4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 L.8.1-5</p>

# JA It's My Business!

Session Details	Academic Standards	Work and Career Standards	Common Core ELA
<p><b>Session Five: Design and Prototype</b></p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Represent a product idea and its features by using rough sketches and drawings</li> <li>Recognize sketches as an important first step in the prototype process</li> </ul>	<p><b>Social Sciences</b></p> <p>SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>H6 Select and implement a solution to a problem.</p> <p>J2 Practice time management.</p> <p>J3 Assume responsibility for decisions and actions.</p> <p>J5 Display initiative.</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 RI.7.7 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.8.4-5 L.8.1-5</p>
<p><b>Session Six: Seek Funding</b></p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the elements that make a strong pitch presentation</li> <li>Work together to create and deliver a product pitch for potential funding</li> </ul>	<p><b>Social Sciences</b></p> <p>SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.</p> <p>SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs.</p> <p>SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>J2 Practice time management.</p> <p>J4 Exhibit pride.</p> <p>L1 Respond to praise or criticism.</p> <p>L5 Display a positive attitude</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-4</p> <p><b>Grade 7</b> RI.7.4 RI.7.7 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-4</p> <p><b>Grade 8</b> RI.8.4 W.8.4 SL.8.1-2 SL.8.4-5 L.8.1-5</p>

# JA It's My Future

Session Details	Academic Standards	Other Standards	Common Core ELA
<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><b>Social Sciences</b></p> <p>SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.</p> <p>IL Career Student Competencies</p> <p>Describe their present skills and predict their future skills</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>F1 Assess business image, products, and/or services.</p> <p>F4 Participate in meetings in a positive and constructive manner.</p> <p><b>Career Student Competencies</b> Compare their characteristics &amp; abilities with those of others,</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><b>Social Sciences</b></p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p>	<p><b>IL Career Student Competencies</b></p> <p>Predict what they need to know to find a satisfying career in the future.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>A1 Match interest to employment area.</p> <p>A4 Match personality type to job area.</p> <p>A6 Identify career information from counseling sources.</p> <p><b>PaCE</b></p> <p>Complete a career cluster survey</p> <p>A student should know:</p> <p>the concept of career clusters of interest</p> <p>One or two career clusters for further exploration and development.</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	Academic Standards	Other Standards	Common Core ELA
<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><b>Social Sciences</b></p> <p>SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>A6 Identify career information from counseling sources.</p> <p>Predict the ways in which some present careers may be difference in the future</p> <p><b>PaCE</b></p> <p>A student should know possible career clusters of interest.</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><b>Social Sciences</b></p> <p>SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>A1 Match interest to employment area.</p> <p>A5 Match physical capabilities to job area.</p> <p>J2 Practice time management.</p> <p>J3 Assume responsibility for decisions and actions.</p> <p>J4 Exhibit pride.</p> <p>J5 Display initiative.</p> <p><b>PaCE</b></p> <p>A student should know the relationship between community service/extracurricular activities and postsecondary/career goals.</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	Academic Standards	Other Standards	Common Core ELA
<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>SS.CV.1.6-8.MdC. Describe the roles of political, civil, and economic organizations in shaping people's lives.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>B1 Identify job requirements.</p> <p>B2 Locate resources for finding employment.</p> <p>B4 Prepare for job interview.</p> <p>B11 Identify attire for job interview.</p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>D5 Ask questions about tasks.</p> <p>F2 Identify positive behavior.</p> <p>F3 Identify company dress and appearance standards</p>	<p><b>Grade 6</b></p> <p>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></p> <p>RI.7.1 RI. 7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p><b>Grade 8</b></p> <p>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>NA</p>	<p><b>IL Career Student Competencies</b></p> <p>Predict what they need to know to find a satisfying career in the future.</p> <p>Describe their present skills and predict their future skills.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>F2 Identify positive behavior.</p> <p>F6 Identify how to treat people with respect.</p>	<p><b>Grade 6</b></p> <p>RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>



# JA Inspire

Session Descriptions	Academic Standards	Other Standards	Common Core ELA
<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>NA</p>	<p><b>Student Competencies</b></p> <p>Describe what motivates them to perform well</p> <p>Compare their characteristics &amp; abilities with those of others, and identify their strengths.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>A1 Match interest to employment area.</p> <p>A3 Match attitudes to job area.</p> <p>A4 Match personality type to job area.</p> <p>A5 Match physical capabilities to job area</p> <p>A6 Identify career information from counseling sources.</p> <p>E1 Describe responsibilities of employee.</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>Social Sciences</b></p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p>	<p><b>Student Competencies</b></p> <p>Describe what motivates them to perform well</p> <p>PaCE</p> <p>complete a career cluster survey</p> <p>attend a career exploration day</p> <p>understand career clusters of interest</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

Session Descriptions	Academic Standards	Other Standards	Common Core ELA
<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>Social Sciences</b></p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.EC.2.6-8.MdC. Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p>	<p><b>Student Competencies</b></p> <p>Predict the ways in which some present careers may be difference in the future</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>D5 Ask questions about tasks.</p> <p><b>PaCE</b></p> <p>Attend a career exploration day</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>Social Sciences</b></p> <p>SS.IS.6.6-8.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p><b>Student Competencies</b></p> <p>Explain how needs can be met in work and in leisure time</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 Inspire Virtual

Session Descriptions	Social Sciences Standards	Other Standards	Common Core ELA
<p><b>Session One: Career Interests and Your Path</b></p> <p>Students understand the importance of career planning and complete a Career Interest Inventory to assess their own values, skills, and interests in the context of career paths.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Consider their values, skills, and interests.</li> <li>Take a Career Interest Inventory.</li> <li>Relate their values, skills, interests, and Career Interest Inventory to future career opportunities.</li> </ul>	<p>SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices</p>	<p><b>PaCE</b></p> <p>Complete a career cluster survey</p> <p>Attend a career exploration day</p> <p>Complete a unit on education planning</p> <p>Understand the concept of career clusters of interest</p>	<p><b>Reading for Information</b></p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p><b>Language</b></p> <p>L.1</p> <p>L.3</p> <p>L.4</p> <p>L.5</p> <p>L.6</p>
<p><b>Session Two: Career Planning and Your Path</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn why career planning is important.</li> <li>Recognize career clusters.</li> <li>Identify career clusters that match their skills and interests.</li> <li>Identify requirements to obtain jobs in fields of interest.</li> </ul>	<p>SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices</p>	<p><b>PaCE</b></p> <p>Know one or two career clusters for further exploration and development</p>	<p><b>Reading for Information</b></p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p><b>Writing</b></p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p><b>Language</b></p> <p>L.1</p> <p>L.2</p> <p>L.3</p> <p>L.4</p> <p>L.6</p>

# JA Inspire Virtual

Session Descriptions	Social Sciences Standards	Other Standards	Common Core ELA
<p><b>Session Three: Preparing to Meet Your Future</b></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><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Understand why it's important to choose a career where they can be successful and develop a career plan.</li> <li>Practice soft skills.</li> <li>Recognize education and training requirements and opportunities for careers of interest.</li> </ul>	<p>NA</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>A1 Match interest to employment area.</p> <p>A3 Match attitudes to job area.</p> <p>A4 Match personality type to job area.</p>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Four: Local Business Means Opportunity</b></p> <p>Students learn about their local economy. They review the list of JA Inspire Virtual career fair exhibitors and the website of their local Chamber of Commerce and look for common themes, such as career clusters. They identify companies they would like to visit during the virtual career fair.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize traits of their local economy.</li> <li>Identify common career clusters in their area and among JA Inspire Virtual exhibitors.</li> <li>Create a list of exhibitors to visit during JA Inspire Virtual.</li> </ul>	<p>SS.EC.2.6-8.MdC. Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>F1 Assess business image, products, and/or services.</p> <p>F2 Identify positive behavior.</p>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</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 Inspire Virtual

Session Descriptions	Social Sciences Standards	Other Standards	Common Core ELA
<p><b>Session Five: Learn from the Experts</b></p> <p>Students review the speakers and webinars available at the JA Inspire Virtual career fair, create a list of at least three to view, and define what they would like to learn from them.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify relevant JA Inspire Virtual speakers and webinars to attend.</li> <li>Note facts about the speakers and topics of webinars they will attend.</li> <li>Develop questions to consider when watching the speakers and webinars.</li> </ul>	<p>SS.IS.2.6-8. Ask essential and focusing questions that will lead to independent research.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>H4 Evaluate options.</p> <p>H5 Set</p>	<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Six: Welcome to JA Inspire Virtual</b></p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p><b>Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Visit exhibits at JA Inspire Virtual.</li> <li>Attend speeches and webinars at JA Inspire Virtual.</li> <li>Complete the What I Learned section of the chart from their Learn from the Experts worksheet</li> </ul>	<p>SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.</p>	<p><b>PaCE</b></p> <p>Attend a career exploration day</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p><b>Language</b></p> <p>L.1 L.2 L.3 L.4 L.6</p>
<p><b>Session Seven: JA Inspire Personal Reflection</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</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 Virtual event.</li> <li>Identify next steps, including exploration of high school coursework and other research.</li> </ul>	<p>SS.IS.6.6-8.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>		<p><b>Reading for Information</b></p> <p>RI.1 RI.3 RI.4 RI.5</p> <p><b>Language</b></p> <p>L.1 L.3 L.4 L.5 L.6</p>

# JA Career Exploration Fair

Session Descriptions	Academic Standards	Other Standards	Common Core ELA
<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>NA</p>	<p><b>Student Competencies</b></p> <p>Describe what motivates them to perform well. Illinois Workplace Skills Standards</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>A1 Match interest to employment area.</p> <p>A3 Match attitudes to job area.</p> <p>A4 Match personality type to job area.</p> <p>A5 Match physical capabilities to job area</p> <p>A6 Identify career information from counseling sources.</p> <p>E1 Describe responsibilities of employee</p>	<p><b>Reading for Informational Text</b></p> <p>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>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>Social Sciences</b></p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.EC.2.6-8.MdC. Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p>	<p><b>Student Competencies</b></p> <p>Predict the ways in which some present careers may be difference in the future</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>A6 Identify career information from counseling sources.</p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>D5 Ask questions about tasks.</p> <p><b>PaCE</b></p> <p>Attend a career exploration day</p>	<p><b>Reading for Informational Text</b></p> <p>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>

# JA Career Exploration Fair

Session Descriptions	Academic Standards	Other Standards	Common Core ELA
<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>Social Sciences</b></p> <p>SS.IS.6.6-8.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p><b>Career Student Competencies</b></p> <p>Explain how needs can be met in work and in leisure time.</p> <p>Analyze various methods of monitoring their progress towards a goal.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>L5 Display a positive attitude.</p> <p>D1 Communicate orally with others</p>	<p><b>Reading for Informational Text</b></p> <p>RI 2</p> <p>RI 4</p> <p>RI 5</p> <p>RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1</p> <p>SL 2</p> <p><b>Writing</b></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 Career Speaker Series

Session Descriptions	Academic Standards	Other Standards	Common Core ELA
<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><b>Social Sciences</b></p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p>	<p><b>Career Student Competencies</b></p> <p>Describe what motivates them to perform well.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>L5 Display a positive attitude.</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>Social Sciences</b></p> <p>SS.IS.6.6-8.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>A6 Identify career information from counseling sources.</p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>D5 Ask questions about tasks.</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 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>NA</p>	<p><b>Career Student Competencies</b></p> <p>Predict the ways in which some present careers may be difference in the future.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>M 2 Work with team members</p> <p>M3 Complete a team task.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 2 W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>



# JA Excellence through Ethics

Session Descriptions	Academic Standards	Other Standards	Common Core ELA
<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><b>Social Sciences</b></p> <p>SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p> <p>SS.EC.2.6-8.MdC. Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>D5 Ask questions about tasks.</p> <p>H1 Identify the problem.</p> <p>H2 Identify solutions to a problem and their impact.</p> <p>H3 Employ reasoning skills.</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>SS.IS.6.6-8.LC.</p> <p>Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p><b>Student Competencies</b></p> <p>Describe what motivates them to perform well.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>J9 Apply ethical reasoning.</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	Social Studies Standards	Other Standards	Common Core ELA
<p><b>Communicating About Yourself</b> 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>	NA	<p><b>Career Student Competencies</b> Describe what motivates them to perform well.</p> <p>Compare their characteristics &amp; abilities with those of others, and identify their strengths.</p> <p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>D5 Ask questions about tasks.</p>	<p><b>Reading for Informational Text</b> RI 1 RI 4</p> <p><b>Speaking and Listening</b> SL 1 SL 2 SL 4 SL 6</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L 1 L 2 L 3 L 4 L 6</p>
<p><b>Applications and Resumes</b> 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>Illinois Workplace Skills Standards</b></p> <p>B2 Locate resources for finding employment.</p> <p>B3 Prepare a resume.</p> <p>B7 Identify steps in applying for a job.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p>B2 Locate resources for finding employment.</p> <p>B3 Prepare a resume.</p> <p>B7 Identify steps in applying for a job.</p>	<p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4</p> <p><b>Language</b> L 1 L 2 L 3 L 4 L 6</p>

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

Session Descriptions	Social Studies Standards	Other Standards	Common Core ELA
<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>	NA	<p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>D5 Ask questions about tasks.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1</p> <p>SL 2</p> <p>SL 4</p> <p>SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p><b>Language</b></p> <p>L 1</p> <p>L 2</p> <p>L 3</p> <p>L 4</p> <p>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>	NA	<p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>D5 Ask questions about tasks.</p> <p>E1 Describe responsibilities of employee.</p> <p>F2 Identify positive behavior</p>	<p><b>Speaking and Listening</b></p> <p>SL 1</p> <p>SL 2</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p><b>Language</b></p> <p>L 1</p> <p>L 3</p> <p>L 4</p> <p>L 6</p>

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

Session Descriptions	Social Studies Standards	Other Standards	Common Core ELA
<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>	NA	<p><b>Illinois Workplace Skills Standards</b></p> <p>D1 Communicate orally with others.</p> <p>D4 Following written directions.</p> <p>D5 Ask questions about tasks.</p>	<p><b>Speaking and Listening</b></p> <p>SL 1</p> <p>SL 2</p> <p>SL 4</p> <p>SL 5</p> <p>SL 6</p> <p><b>Language</b></p> <p>L1</p> <p>L 3</p> <p>L 4</p> <p>L 6</p>
<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>	NA	NA	<p><b>Speaking and Listening</b></p> <p>SL 1</p> <p>SL 2</p> <p>SL 4</p> <p>SL 6</p> <p><b>Writing</b></p> <p>W 4</p> <p>W5</p> <p>W6</p> <p><b>Language</b></p> <p>L1</p> <p>L 2</p> <p>L 3</p> <p>L 4</p> <p>L 6</p>

# JA Company Program Pop Up

Session Descriptions	Academic Standards	Other Standards	Common Core ELA
<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>SS.CV.5.6-8.MC. Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state, or national government).</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p><b>A2</b> Identify short-term work goals.</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>SS.IS.1.6-8. Create essential questions to help guide inquiry about a topic.</p> <p>SS.IS.3.6-8. Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.</p> <p>SS.EC.FL.2.6-8.MdC. Explain the correlation between investors, investment options (and associated risks), and income/wealth.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p><b>J1</b> Identify established rules, regulations, and policies.</p> <p><b>J2</b> Practice time management.</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	Academic Standards	Other Standards	Common Core ELA
<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>SS.IS.7.6-8. Critique the structure and credibility of arguments and explanations (self and others).</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p><b>F4</b> Participate in meetings in a positive and constructive manner.</p> <p><b>J1</b> Identify established rules, regulations, and policies.</p> <p><b>J2</b> Practice time management.</p> <p><b>J3</b> Assume responsibility for decisions and actions.</p> <p><b>J5</b> Display initiative.</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>Students will:</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>SS.EC.1.6-8.MdC. Explain how external benefits and costs influence choices.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p><b>F1</b> Assess business image, products, and/or services.</p> <p><b>F4</b> Participate in meetings in a positive and constructive manner.</p> <p><b>J1</b> Identify established rules, regulations, and policies.</p> <p><b>M2</b> Work with team members.</p> <p><b>M3</b> Complete a team task.</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	Academic Standards	Other Standards	Common Core ELA
<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>SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p><b>J3</b> Assume responsibility for decisions and actions.</p> <p><b>J5</b> Display initiative.</p> <p><b>M2</b> Work with team members.</p> <p><b>M3</b> Complete a team task.</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>
<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>SS.IS.8.6-8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes.</p> <p>SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.</p>	<p><b>J Illinois Workplace Skills Standards</b></p> <p><b>3</b> Assume responsibility for decisions and actions.</p> <p><b>J5</b> Display initiative.</p> <p><b>J9</b> Apply ethical reasoning.</p> <p><b>L5</b> Display a positive attitude.</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	Academic Standards	Other Standards	Common Core ELA
<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>SS.CV.5.6-8.LC; MdC; MC : Apply civic virtues and democratic principles in school and community settings.</p>	<p><b>Illinois Workplace Skills Standards</b></p> <p><b>F6</b> Identify how to treat people with respect.</p> <p><b>L5</b> Display a positive attitude.</p> <p><b>M2</b> Work with team members.</p> <p><b>M3</b> Complete a team task.</p> <p><b>PaCE</b></p> <p>Know the relationship between community service/extracurricular activities and postsecondary (PS) career goals.</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>