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

Updated February 2018
Social Studies Standards
[Economics and Personal Finance](#)
[Virginia Career Investigations Competencies](#)
English Standards of Learning

Junior Achievement USA®
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Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning, and language arts skills.

In this document, Junior Achievement programs are correlated to the Virginia Academic Standards for English Language Arts (ELA), Mathematics, History and Science, as well as the Virginia Career Investigations Competencies. 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.

Often, Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

JA Middle Grades Programs

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

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

JA It's My Business![®] encompasses entrepreneurship curriculum for students in grades six, seven, and eight. Students are encouraged to use critical thinking to learn entrepreneurial skills that support a positive attitude as they explore and enhance their career aspirations.

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

JA It's My Future[®] provides practical information about preparing for the working world while still in middle school.

JA It's My Future[®] Blended Model offers middle school students practical information to help prepare them for the working world. Students develop the personal-branding and job-hunting skills needed to earn a job.

JA Economics for Success

Session Descriptions	Key Learning Objectives	Virginia ELA	Virginia Mathematics	Academic Standards	
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge ▪ Apply their skills, interests, and values to help determine a potential career path 	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b-c</p> <p>7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h</p> <p>8.1.f 8.4.g 8.6.h-i</p>	NA	<p>Civics and Economics CE.14 a-c</p> <p>Career Investigations 3. 7. 8. 31. 32. 34</p>	<p>Economics and Personal Finance EPF.15.a-b</p>
<p>Session Two: Be a Success</p> <p>Students learn how to set goals for their financial future. They play the “Be A Success Game” to see the connection between personal finance, education, and careers.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal-setting, personal finance, education, and career choices ▪ Apply decision making to education and career choices 	<p>6.1.a,c,d,i 6.4.c,e,f 6.6.e</p> <p>7.1.a,d,h 7.4.e,g 7.6.a</p> <p>8.1.f 8.4.g 8.6.b-c</p>	NA	<p>Civics and Economics CE.14 d-f</p> <p>Career Investigations 4. 14. 26.</p>	<p>Economics and Personal Finance EPF.15.a-b</p>
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers ▪ Define the term income and differentiate between gross and net income ▪ Name ways to balance a budget 	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b-c</p> <p>7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h</p> <p>8.1.f 8.4.g 8.6.h-i</p>	<p>6.2</p> <p>7.4</p> <p>7.12</p> <p>8.3</p>	<p>Civics and Economics CE.14 b-c,e-f</p> <p>Career Investigations 1. 2. 10.</p>	<p>Economics and Personal Finance EPF.17.d</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	Virginia ELA	Virginia Mathematics	Academic Standards	
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the differences between debit and credit cards ▪ Explain the advantages and disadvantages of both cards ▪ Recognize the importance of taking personal responsibility for financial decisions 	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b-c</p> <p>7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h</p> <p>8.1.f 8.4.g 8.6.h-i</p>	<p>6.2 7.4</p>	<p>Civics and Economics CE.14 f</p> <p>Career Investigations 10. 15. 37.</p>	<p>Economics and Personal Finance EPF.13.a-b</p>
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score ▪ Explain actions that cause a credit score to go up or down 	<p>6.1.a,c,d,i 6.4.c,e,f 6.6.e</p> <p>7.1.a,d,h 7.4.e,g 7.6.a</p> <p>8.1.f 8.4.g 8.6.b-c</p>	<p>NA</p>	<p>Civics and Economics CE.14 f</p> <p>Career Investigations 2.</p>	<p>Economics and Personal Finance EPF.13.g</p>
<p>Session Six: What's the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk ▪ Explain how insurance provides a method to minimize financial risk ▪ Identify the opportunity cost of having insurance ▪ Assess how personal responsibility plays a part in minimizing risk 	<p>6.1.a,c,d,i 6.4.c,e,f 6.6.e</p> <p>7.1.a,d,h 7.4.e,g 7.6.a</p> <p>8.1.f 8.4.g 8.6.b-c</p>	<p>NA</p>	<p>Civics and Economics CE.14 b,f</p>	<p>Economics and Personal Finance EPF.14.a-c</p>

JA Global Marketplace Blended Model

Session Details	Academic Standards	Virginia ELA	Virginia Mathematics
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer ▪ Identify what a customer gains from an exchange with a business ▪ Define ethics and ethical dilemma (Deeper Look) ▪ Identify the stakeholders of a business. Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look) 	<p>Career Investigations 2. Demonstrate integrity.</p> <p>Economics and Personal Finance EPF.2 The student will demonstrate knowledge of the role of producers and consumers in a market economy by a.) describing how consumers, producers, workers, savers, investors, and citizens respond to incentives</p>	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e 6.7.a-d</p> <p>7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h</p> <p>8.1.f 8.4.g 8.6.h-i</p>	NA
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers' needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world ▪ Explain the need for international businesses to take into account their customers' cultural differences in order to provide for the customer and make a profit ▪ Identify cultural differences throughout the world that affect social interaction and communication 	<p>Civics and Economics CE.4 The student will demonstrate personal character traits that facilitate thoughtful and effective participation in civic life by a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others;</p> <p>Career Investigations 3. Demonstrate teamwork skills. 5. Demonstrate diversity awareness. 10. Demonstrate critical-thinking and problem-solving skills.</p>	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e,j 6.7.a-d</p> <p>7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h</p> <p>8.1.f 8.4.g 8.6.h-i</p>	NA

JA Global Marketplace Blended Model

Session Details	Academic Standards	Virginia ELA	Virginia Mathematics
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade ▪ Demonstrate that countries benefit more from trade than from trying to meet all their own needs ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade 	<p>Civics and Economics CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;</p> <p>Career Investigations 15. Demonstrate time-, task-, and resource-management skills.</p> <p>Economics and Personal Finance EPF.9 The student will demonstrate knowledge of the global economy by g) explaining growing economic interdependence.</p>	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e 6.7.a-d</p> <p>7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h</p> <p>8.1.f 8.4.g 8.6.h-i</p>	<p>Grade 6 6.7</p> <p>Grade 7 7.4</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that modern countries cannot provide all the products and services that their people want and need. Therefore, businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. Students look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define specialization ▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country 	<p>Civics and Economics CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;</p> <p>CE.13 The student will apply social science skills to understand the role of government in the United States economy by a) examining competition in the marketplace</p> <p>Economics and Personal Finance EPF.9 The student will demonstrate knowledge of the global economy by g) explaining growing economic interdependence.</p>	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e</p> <p>7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h</p> <p>8.1.f 8.4.g 8.6.h-i</p>	<p>Grade 6 6.7</p> <p>Grade 7 7.4</p>

JA Global Marketplace Blended

Session Details	Academic Standards	Virginia ELA	Virginia Mathematics
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify examples of trade barriers ▪ Analyze the consequences of trade barriers on businesses, employees, and customers ▪ Explain why balance of trade matters to businesses, customers, and employees 	<p>Civics and Economics CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by f) determining multiple cause-and-effect relationships that impact political and economic events e) describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights</p> <p>Economics and Personal Finance EPF.8 The student will demonstrate knowledge of the role of government in a market economy by c) providing examples of government regulation of the market. EPF.9 The student will demonstrate knowledge of the global economy by a) explaining that when parties trade voluntarily, all benefit e) describing the costs and benefits of trade barriers;</p>	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e 6.7.a-d 7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h 8.1.f 8.4.g 8.6.h-i</p>	NA
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define currency and exchange rate ▪ Recognize that different countries have different forms of currency ▪ Recognize that each currency has a different value, which is determined through a variable exchange rate 	<p>Civics and Economics CE.13 The student will apply social science skills to understand the role of government in the United States economy by f) explaining the role of government currency and analyzing the purpose of a money economy</p> <p>Career Investigations 16. Demonstrate job-specific mathematics skills.</p> <p>Economics and Personal Finance EPF.9 d) explaining exchange rates, and the impact of a strong dollar and weak dollar on economic decisions</p>	<p>6.1.a,c,d,i 6.3.c 6.4.c 7.1.a,d,h 7.3.c 7.4.e,g 8.1.f 8.4.g</p>	<p>Grade 6 6.7</p> <p>Grade 7 7.4</p>
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages ▪ Express specific steps that would need to be taken to obtain work in another country ▪ Recognize the value of a second language for future job opportunities 	<p>Civics and Economics CE.14 The student will apply social science skills to understand personal finance and career opportunities by d) examining the impact of technological change and globalization on career opportunities;</p> <p>Career Investigations 14. Demonstrate job-acquisition and advancement skills. 31. Identify personal assets.</p> <p>Economics and Personal Finance EPF.15 The student will demonstrate knowledge of income earning and reporting by a) examining how personal choices about education, training, skill development, and careers impact earnings; d) investigating employee benefits and incentives;</p>	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e 6.7.a-d 7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h 8.1.f 8.4.g 8.6.h-i</p>	NA

JA It's My Business!

Session Descriptions	Key Learning Objectives	Virginia ELA	Virginia Mathematics	Academic Standards	
<p>Session One: I Am an Entrepreneur</p> <p>Students identify entrepreneurial businesses and characteristics common to entrepreneurs.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship ▪ Identify four key entrepreneurial characteristics ▪ Recognize personal entrepreneurial characteristics 	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e 6.7.a-d</p> <p>7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h</p> <p>8.1.f 8.4.g 8.6.h-i</p>	NA	<p>Civics and Economics</p> <p>CE.1 CE.4 CE.9 CE.10 CE.12</p>	<p>Career Investigations</p> <p>31. 32.</p>
<p>Session Two: I Can Change the World</p> <p>Students consider customer needs to brainstorm a product design.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe how entrepreneurs fill a market need ▪ Discuss the role of market research in determining market need and competitive advantage 	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e 6.7.a-d</p> <p>7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h</p> <p>8.1.f 8.4.g 8.6.h-i</p>	<p>Grade 6 6.7</p> <p>Grade 7 7.4</p>	<p>Civics and Economics</p> <p>CE.1 CE.4 CE.9 CE.10 CE.12</p>	<p>Career Investigations</p> <p>8.</p>
<p>Session Three: I Know My Customer</p> <p>Students create advertising ideas for products.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Create effective advertisements for a variety of businesses 	<p>6.1.a,c,d,i 6.2.a-d 6.3.c 6.4.c</p> <p>7.1.a,d,h 7.2.a-d 7.3.c 7.4.e,g</p> <p>8.1.f 8.2.b-c 8.4.g</p>	NA	<p>Civics and Economics</p> <p>CE.1 CE.4 CE.9 CE.10 CE.12</p>	<p>Career Investigations</p> <p>43. 45.</p>

JA It's My Business!

Session Description	Key Learning Objectives	Virginia ELA	Virginia Mathematics	Academic Standards	
<p>Session Four: I Have an Idea</p> <p>Students participate in an auction.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize how being creative and innovative are necessary entrepreneurial skills for starting a business ▪ Verbally defend their decisions 	<p>6.1.a,c,d,i 6.2.a-d 6.3.c 6.4.c 7.1.a,d,h 7.2.a-d 7.3.c 7.4.e,g 8.1.f 8.2.b-c 8.4.g</p>	<p>Grade 6 6.7 Grade 7 7.4</p>	<p>Civics and Economics CE.1 CE.4 CE.9 CE.10 CE.12</p>	<p>Career Investigations 3. 7.</p>
<p>Session Five: I See a Need</p> <p>Students develop a business plan.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Analyze how entrepreneurs use their knowledge and abilities to create businesses ▪ Develop business plans based on set criteria 	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e 6.7.a-d 7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h 8.1.f 8.4.g 8.6.h-i</p>	<p>NA</p>	<p>Civics and Economics CE.1 CE.4 CE.9 CE.10 CE.12</p>	<p>Career Investigations 9.</p>
<p>Session Six: Celebrate Entrepreneurs!</p> <p>Students identify their entrepreneurial characteristics.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify characteristics they share with entrepreneurs ▪ Create a personal entrepreneur profile 	<p>6.1.a,c,d,i 6.3.c 6.4.c,e,f 6.6.b,c,e 6.7.a-d 7.1.a,d,h 7.3.c 7.4.e,g 7.6.g,h 8.1.f 8.4.g 8.6.h-i</p>	<p>NA</p>	<p>Civics and Economics CE.1 CE.4 CE.12</p>	<p>Career Investigations 34. 35.</p>

JA It's My Business! Blended Model

Session Details	Academic Standards	Virginia ELA
<p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship ▪ Describe the relationship between a business and its products and service ▪ Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves 	<p>Career Investigations</p> <p>31. Identify personal assets.</p> <p>32. Connect the world of work to your responsibilities as a family member, student, or community member.</p> <p>Economics and Personal Finance</p> <p>EPF.2 The student will demonstrate knowledge of the role of producers and consumers in a market economy by</p> <p>a) describing how consumers, producers, workers, savers, investors, and citizens respond to incentives;</p> <p>b) explaining how businesses respond to consumer sovereignty;</p> <p>c) identifying the role of entrepreneurs;</p>	<p>Grade 6</p> <p>6.1.a 6.6.a-d 6.7.b</p> <p>Grade 7</p> <p>7.1.a-e 7.3.a-c 7.4.e-f 7.5.f</p> <p>Grade 8</p> <p>8.2.a 8.4.b 8.9.a-c</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define market and need ▪ Explain the importance of identifying market and need when developing new product or service ideas 	<p>Career Investigations</p> <p>8. Demonstrate effective speaking and listening skills.</p> <p>Economics and Personal Finance</p> <p>EPF.2 The student will demonstrate knowledge of the role of producers and consumers in a market economy by</p> <p>h) describing the effects of competition on producers, sellers, and consumers;</p>	<p>Grade 6</p> <p>6.1.a 6.2.a-e 6.3.a-b 6.6.a-d 6.7.b</p> <p>Grade 7</p> <p>7.1.a-e 7.2.a-c 7.3.a-c 7.5.h</p> <p>Grade 8</p> <p>8.4.b,f 8.6.a-b</p>
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation, and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea 	<p>Career Investigations</p> <p>10. Demonstrate critical-thinking and problem-solving skills.</p>	<p>Grade 6</p> <p>6.1.a 6.7.a-b 6.9.a,c</p> <p>Grade 7</p> <p>7.1.a-e 7.2.a-c 7.3.a-e 7.8.a 7.9.a-c</p> <p>Grade 8</p> <p>8.2.a-c 8.7.a-b</p>

JA It's My Business! Blended Model

Session Details	Academic Standards	Virginia ELA
<p>Session Four: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process ▪ Describe multiple types of survey questions 	<p>Career Investigations</p> <p>3. Demonstrate teamwork skills.</p> <p>15. Demonstrate time-, task-, and resource-management skills.</p> <p>Economics and Personal Finance</p> <p>EPF.10 The student will develop consumer skills by</p> <p>h) examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace</p>	<p>Grade 6</p> <p>6.1 6.2.a-e 6.3.a-b 6.6.a-e 6.6.g,k 6.7.a,c,d 6.8.a</p> <p>Grade 7</p> <p>7.1.a-e 7.2.a-c 7.3.a-e 7.4.e-f 7.5.g-h 7.7.a-c 7.9.a</p> <p>Grade 8</p> <p>8.6.e-f 8.7.a-b,f 8.9.d</p>
<p>Session Five: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Represent a product idea and its features by using rough sketches and drawings ▪ Recognize sketches as an important first step in the prototype process 	<p>Career Investigations</p> <p>7. Demonstrate creativity and resourcefulness.</p>	<p>Grade 6</p> <p>6.1.a-d 6.2.b-c 6.3.a-c 6.7.a-b</p> <p>Grade 7</p> <p>7.1.a-e 7.2.a-c 7.3.a-e 7.8.a-b</p> <p>Grade 8</p> <p>8.3.a-c</p>
<p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements that make a strong pitch presentation ▪ Work together to create and deliver a product pitch for potential funding 	<p>Career Investigations</p> <p>8. Demonstrate effective speaking and listening skills.</p> <p>9. Demonstrate effective reading and writing skills.</p>	<p>Grade 6</p> <p>6.1 6.2.a-e 6.3.a-b 6.6.a-e 6.6.g,k 6.7.a,c,d 6.8.a</p> <p>Grade 7</p> <p>7.1.a-e 7.2.a-c 7.3.a-e 7.4.e-f 7.5.g-h 7.7.a-c 7.9.a</p> <p>Grade 8</p> <p>8.6.e-f 8.7.a-b,f 8.9.d</p>

JA It's My Future

Session Descriptions	Key Learning Objectives	Virginia English Language Arts	Academic Standards	
<p>Session One: My Brand</p> <p>Through interviews, self-reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that the choices they make in middle school can have a direct impact now and in the future ▪ Identify corporate and personal brands that represent positive reputations ▪ Design a logo as part of expressing a personal brand 	<p>Grade 6 6.1.a,c,e,i,j 6.2.a-e 6.3.a-c 6.4.c,e,f 6.6.a-d</p> <p>Grade 7 7.1.a-e 7.2.a-c 7.3.a-c</p> <p>Grade 8 8.2.b 8.4.b,f 8.6.a-b</p>	<p>Career Investigations 31. 32. 43.</p>	
<p>Session Two: Career Clusters</p> <p>Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all jobs.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Examine career clusters and the jobs in each cluster that they would like to further explore ▪ Understand the interconnectivity and value of all types of jobs 	<p>Grade 6 6.1.a,c,e,i,j 6.2. 6.3.a-c 6.4.c,e,f 6.6.a-e</p> <p>Grade 7 7.1.a-e 7.2 7.3.a-c 7.5.h 7.6.a,d,g,h,k</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>	<p>Civics and Economics CE.14</p> <p>Career Investigations 26. 27. 28.</p>	
<p>Session Three: High-Growth Careers</p> <p>Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the four factors to consider in choosing a job ▪ Describe industries that are forecasted to have high growth 	<p>Grade 6 6.1.a,c,e,i,j 6.4.c,e,f 6.6.a-e</p> <p>Grade 7 7.1.a-e 7.5.h 7.6.a,d,g,h,k</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>	<p>Civics and Economics CE.14</p> <p>Career Investigations 29. 30.</p>	

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<p>Session Four: Career Mapping</p> <p>Students explore how to use life experiences to develop work skills and how to map a path to employment goals.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify work skills already developed from experiences and activities ▪ Plan significant markers they need to reach to earn a particular job 	<p>Grade 6 6.1.a,c 6.2.a-e 6.3.a-c 6.4.c,e,f 6.6.a-d</p> <p>Grade 7 7.1.a-e 7.2 7.3.a-c 7.6.a,d,g,h,k</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>	<p>Civics and Economics CE.14</p>	<p>Career Investigations 4. 29. 30.</p>
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basic aspects of job hunting through a scavenger hunt. They are given an organizing tool to keep all their vital job-hunting information in one place.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing ▪ Analyze where to look for a job ▪ Understand the importance of keeping a record of vital information 	<p>Grade 6 6.1.a,c,e,i,j 6.3.a-c 6.4.c,e,f 6.6.a-d</p> <p>Grade 7 7.1.a-e 7.2 7.3.a-c 7.6.a,d,g</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>	<p>Civics and Economics CE.14</p>	<p>Career Investigations 3. 8. 9. 12. 14.</p>
<p>Session Six: How to Keep (or Lose) a Job</p> <p>Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Differentiate between technical skills and soft skills ▪ Describe specific soft skills they already possess and those they need to practice 	<p>Grade 6 6.1.a,c,e,i,j 6.3.a-c 6.4.c,e,f 6.6.a-d</p> <p>Grade 7 7.1.a-e 7.2 7.3.a-c 7.6.a,d,g</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>	<p>Civics and Economics CE.14</p>	<p>Career Investigations 12.</p>

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<p>Session One: My Brand</p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career ▪ Design a logo that expresses their personal brand 	<p>Civics and Economics CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life</p> <p>Career Investigations 4. Demonstrate self-representation skills. 7. Demonstrate creativity and resourcefulness. 31. Identify personal assets. 42. Describe self-advocacy strategies. 43. Communicate verbally and nonverbally in a professional manner.</p>	<p>Grade 6 6.1.a,c,e,i,j 6.2.a-e 6.3.a-c 6.4.c,e,f 6.6.a-d</p> <p>Grade 7 7.1.a-e 7.2.a-c 7.3.a-c</p> <p>Grade 8 8.2.b 8.4.b,f 8.6.a-b</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define career cluster. ▪ Identify jobs in specific career clusters to explore further ▪ Recognize the interconnectivity and value of all types of jobs 	<p>Career Investigations 3. Demonstrate teamwork skills. 5. Demonstrate diversity awareness. 8. Demonstrate effective speaking and listening skills. 26. Describe education and career terms and concepts. 27. Explore all of the 16 career clusters. 28. Explore career pathways and occupations of interest.</p>	<p>Grade 6 6.1.a,c,e,i,j 6.2. 6.3.a-c 6.4.c,e,f 6.6.a-e</p> <p>Grade 7 7.1.a-e 7.2 7.3.a-c 7.5.h 7.6.a,d,g,h,k</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>
<p>Session Three: High-Growth Careers</p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high-growth rates ▪ Consider a variety of factors when selecting a career 	<p>Civics and Economics CE.14 The student will demonstrate knowledge of personal finance and career opportunities by c) identifying abilities, skills, and education and the changing supply and demand for them in the economy. d) examining the impact of technological change and globalization on career opportunities.</p> <p>Virginia Career Investigations Competency 12. Demonstrate an understanding of workplace organizations, systems, and climates. 15. Demonstrate time-, task-, and resource-management skills. 28. Explore career pathways and occupations of interest. 29. Investigate a career within a pathway of interest.</p>	<p>Grade 6 6.1.a,c,e,i,j 6.4.c,e,f 6.6.a-e</p> <p>Grade 7 7.1.a-e 7.5.h 7.6.a,d,g,h,k</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>

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<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to explore further ▪ Plan significant milestones they need to reach to earn a particular job 	<p>Civics and Economics CE.14 The student will demonstrate knowledge of personal finance and career opportunities by</p> <ol style="list-style-type: none"> a) identifying talents, interests, and aspirations that influence career choice; b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success; e) describing the importance of education to lifelong personal finances; <p>Virginia Career Investigations Competency 26. Describe education and career terms and concepts. 30. Explain the relationship between education/training and careers. 32. Connect the world of work to your responsibilities as a family member, student, or community member. 33. Examine the integration of personal assets as they relate to family, school, or community activities.</p>	<p>Grade 6 6.1.a,c 6.2.a-e 6.3.a-c 6.4.c,e,f 6.6.a-d</p> <p>Grade 7 7.1.a-e 7.2 7.3.a-c 7.6.a,d,g,h,k</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>
<p>Session Five: On the Hunt</p> <p>Students are introduced to the basics of looking for, and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references ▪ Recognize the importance of personal presentation and making a good impression, on paper and in person. ▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume. 	<p>Civics and Economics CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life</p> <p>Career Investigations 3. Demonstrate teamwork skills. 8. Demonstrate effective speaking and listening skills. 9. Demonstrate effective reading and writing skills. 12. Demonstrate an understanding of workplace organizations, systems, and climates. 14. Demonstrate job-acquisition and advancement skills. 35. Determine the most critical knowledge, skills, and abilities needed in today's workplace. 42. Describe self-advocacy strategies. 43. Communicate verbally and nonverbally in a professional manner.</p>	<p>Grade 6 6.1.a,c,e,i,j 6.3.a-c 6.4.c,e,f 6.6.a-d</p> <p>Grade 7 7.1.a-e 7.2 7.3.a-c 7.6.a,d,g</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>

<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define and differentiate between technical skills and soft skills ▪ Identify specific soft skills they already possess and those they need to improve 	<p>Civics and Economics CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life</p> <p>Career Investigations</p> <p>12. Demonstrate an understanding of workplace organizations, systems, and climates.</p> <p>35. Determine the most critical knowledge, skills, and abilities needed in today’s workplace.</p> <p>42. Describe self-advocacy strategies.</p> <p>43. Communicate verbally and nonverbally in a professional manner.</p> <p>47. Troubleshoot workplace problems, issues, or conflicts to find a solution.</p> <p>48. Describe the importance of inviting and responding to constructive feedback.</p>	<p>Grade 6 6.1.a,c,e,i,j 6.3.a-c 6.4.c,e,f 6.6.a-d</p> <p>Grade 7 7.1.a-e 7.2 7.3.a-c 7.6.a,d,g</p> <p>Grade 8 8.1. 8.2.c,e 8.4.b,f 8.6.a-b</p>
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