

A Correlation:

California

Academic Standards and Junior Achievement Middle School Programs



Updated June 2025

Updated standards:

[California History Social Studies
Standards](#)

[California CTE Model Curriculum Standards: Business and Finance](#)

[CA Common Core Standards](#)

[California Math Common Core Standards](#)

[C3 Framework Standards](#)

Junior Achievement USA

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Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed.

In this document, Junior Achievement programs are correlated to the California Social Studies Standards and the California CTE framework, as well as the Common Core State Standards in English/ Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA Middle Grades Classroom Learning Experiences

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

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

[JA Inspire®](#) is more than a career fair, it brings together the business community and local schools and is designed to help launch middle school students into their futures: high school, college, and careers beyond. (Grades 6-8)

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

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

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

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

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

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Session Descriptions	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE Standards
<p>My Career Exploration</p> <p>Students explore the 16 career clusters and identify the clusters they find interesting. They learn that early career planning results in more choices and opportunities for success in a career that matches their interests, skills, and values.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the career clusters and their related careers. Apply values, skills, and interests to the career clusters. 	<p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.3: Students distinguish fact from opinion in historical narratives and stories.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>Speaking and Listening</p> <p>G6-8: SL.1, SL.2, SL.4</p> <p>Language</p> <p>G6-8: L.1, L.3, L.4, L.6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>A1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>
<p>Getting to Know Me</p> <p>Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions. Discuss the importance of a personal brand statement. Recognize that self-knowledge is needed to work effectively with others. 	<p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound interpretation.</p>	<p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>Writing</p> <p>G6-8: W.4, W.5</p> <p>Speaking and Listening</p> <p>G6-8: SL.1, SL.4, SL.6</p> <p>Language</p> <p>G6-8: L.1, L.3, L.4, L.6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>

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					leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.
<p>My Career Goals</p> <p>Students recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the connections between your choices and your education, personal finances, and career paths. Create short- and long-term goals. Identify character traits that can help you overcome obstacles 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in available records and marshal contextual knowledge to construct sound interpretation.</p>	<p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 2 RI 4</p> <p>Writing</p> <p>G6-8: W.4</p> <p>Speaking and Listening</p> <p>G6-8: SL.1, Language</p> <p>G6-8: L.1, L.2, L.3, L.4, L.6</p>		<p>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</p> <p>3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.</p> <p>3.3 Explore how information and communication technologies are used in career planning and decision making.</p> <p>A2.1 Determine Specific, Measurable, Achievable, Realistic and Time-bound (SMART) goals for a specific project.</p>
<p>My Transferable Skills</p> <p>Students recognize that skills they learn now will be useful in both their personal life and their future career. They learn about the digital skills needed to work remotely.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize appropriate skills for the workplace. Identify transferable skills and their importance. Recognize the importance of having digital skills and using professional digital tools 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.</p> <p>6–8.5: Students identify gaps in the available</p>	<p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>Reading for Informational Text</p> <p>RI 1 RI 2 RI 4</p> <p>Writing</p> <p>W.4, W.6</p> <p>Speaking and Listening</p> <p>G6-8: SL.1, SL.2, SL.4</p> <p>Language</p> <p>G6-8: L.1, L.3, L.4, L.6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</p> <p>3.3 Explore how information and communication technologies are used in career planning and</p>

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and programs.	records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.				<p>decision making.</p> <p>3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.</p> <p>4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.</p> <p>7.3 Understand the need to adapt to changing and varied roles and responsibilities.</p> <p>AAA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p> <p>A7.0 Utilize information and technology tools to conduct business effectively and efficiently.</p> <p>A7.1 Describe appropriate computer hardware used in business.</p> <p>A7.2 Apply appropriate software used in business.</p> <p>Business and Finance BF A7.3 Examine technological trends and analyze the impact of technological innovations on the</p>

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					marketing and distribution of goods and services. A7.4 Integrate appropriate use of the Internet in business.
My Income and Expenses 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. Students will: <ul style="list-style-type: none"> Recognize that workers should not expect to keep all the money they earn. Recognize problem-solving as a challenge and not an obstacle. Explore career-based solutions for income planning. Reflect on the personal impact of saving money. 	6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information. 6–8.2: Students frame questions that can be answered by historical study and research. 6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.	D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	Reading for Informational Text RI.1,RI.2,RI.4,RI.7 Writing W.4, W.6 Speaking and Listening G6-8: SL.1, SL.3 Language G6-8: L.1, L.3, L.4, L.6	Math Practices 1-7 6.RP.2 6.RP.3 6.NS.3 6.SP.5 7.RP.2 7.RP.3 7.NS.3 7.EE.3 7.EE.4	7.6 Demonstrate knowledge and practice of responsible financial management. 4.1 Identify factors of production needed to create wealth. 3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
Planning for My Future Income 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. Students will: <ul style="list-style-type: none"> Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR) Examine the true costs of goods and services. (FL) 	6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information. 6–8.2: Students frame questions that can be answered by historical study and research. 6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.	D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	Reading for Informational Text RI 4 RI 7 Writing W.4, W.7 W 8 Speaking and Listening SL 1 SL.2, SL.4 SL 6 Language L 1 L2 L3 L4 L6	Math Practices 1-7 6.RP.2 6.RP.3 6.NS.3 6.SP.5 7.RP.2 7.RP.3 7.NS.3 7.EE.3 7.EE.4	7.6 Demonstrate knowledge and practice of responsible financial management. A4.1 Identify factors of production needed to create wealth. 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success 5.4 Interpret information and draw conclusions, based on the best analysis,

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					to make informed decisions.
Managing My Money Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending. Students will: <ul style="list-style-type: none"> Define a budget and its importance. Express the need to say “no” to some short-term spending to save for more important items in the future and to plan for emergencies. Practice budgeting skills using income that can be earned while still in school. 		D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. D2..Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	Reading for Informational Text RI.1,RI.2,RI.4,RI.7 Speaking and Listening SL 1 SL.2 SL.4 SL 6 Language L 1 L3 L4 L6	Math Practices 1-7 6.RP.2 6.RP. 3 6.NS.3 6.SP.5 7.RP.2 7.RP.3 7.NS.3 7.EE.3 7.EE.4	7.6 Demonstrate knowledge and practice of responsible financial management. 4.1 Identify factors of production needed to create wealth. B.5.6 Create and use budgets to guide financial decision making. 7.1 Recognize how financial management impacts the economy, workforce, and community. 10.11 Develop a system for keeping and using financial records and a personal financial plan to manage cash flow and maintain creditworthiness.
Paying for My Wants and Needs 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. Students will: <ul style="list-style-type: none"> Describe ways to pay for everyday goods and services. Identify the differences between debit (paying now) and credit (paying in the future, plus interest). 	8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full faith and credit. D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.	Reading for Informational Text RI 1 RI 2 RI 4 RI 7 Speaking and Listening SL 1 SL.2, SL.4S Language L 1 L3 L4 L6	Math Practices 1-7 6.RP.2 6.RP. 3 6.NS.3 6.SP.5 7.RP.2 7.RP.3 7.NS.3 7.EE.3 7.EE.4	7.6 Demonstrate knowledge and practice of responsible financial management. 4.1 Identify factors of production needed to create wealth. B.5.6 Create and use budgets to guide financial decision making. 7.1 Recognize how financial management impacts the economy, workforce, and community. 10.11 Develop a system for keeping and using financial records and a personal financial plan to manage cash flow and maintain creditworthiness. B9.1 Identify electronic banking technologies.

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<p>My Credit and Spending</p> <p>Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain who looks at your credit report and why. Describe how financial decisions can improve a credit report. Identify spending habits that are financially responsible. 	<p>8.3.3 Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full faith and credit.</p>	<p>D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.</p>	<p>Reading for Informational Text RI 1 RI 2 RI 4 RI 7</p> <p>Writing W.4, W.6</p> <p>Speaking and Listening SL 1 SL.2 SL.4 SL 6</p> <p>Language L 1 L2 L3 L4 L6</p>	<p>Math Practices 1-7</p>	<p>7.6 Demonstrate knowledge and practice of responsible financial management.</p> <p>B.5.6 Create and use budgets to guide financial decision making.</p> <p>10.11 Develop a system for keeping and using financial records and a personal financial plan to manage cash flow and maintain creditworthiness.</p> <p>A5.4 Analyze how credit reports quantify credit worthiness.</p>
<p>My Ride on the Financial Roller Coaster</p> <p>Students understand risk and methods for handling it. They make decisions about scenarios involving risk.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe examples of how to use personal responsibility to address risk. Recognize that insurance is a way to transfer the risk of loss. Identify the opportunity cost in different spending decisions. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p> <p>D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.</p>	<p>Reading for Informational Text RI 1 RI 2 RI 4 RI 7</p> <p>Writing W.4, W.6</p> <p>Speaking and Listening SL 1 SL.2 SL.4 SL 6</p> <p>Language L 1 L2 L3 L4 L6</p>	<p>Math Practices 1-7</p>	<p>7.6 Demonstrate knowledge and practice of responsible financial management.</p> <p>5.3 Compare and interpret financial reports for internal and external use to analyze risk and return to make business decisions.</p> <p>6.0 Explain the importance of risk management and regulatory compliance in business.</p> <p>6.1 Identify, assess, and prioritize risks.</p> <p>6.2 Describe the concept and process of risk management, including the use of risk management tools such as insurance.</p>

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Session One: My Brand 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. Objectives: Students will: <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 	6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information. 6–8.2: Students frame questions that can be answered by historical study and research. 6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	Grade 6 RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6 Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6 Grade 8 RI. 8.4 SL.8.1-2 SL.8.4-5 L.8.1-6		3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace. AAA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.
Session Two: Career Paths and Clusters 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. Objectives: Students will: <ul style="list-style-type: none"> Define careers cluster. Identify jobs in specific career clusters to explore further Recognize the interdependence and value 	6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information. 6–8.2: Students frame questions that can be answered by historical study and research. 6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.	D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6 Grade 7 RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6 Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6		3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making. 3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success. 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

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of all types of jobs					AAA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.
<p>Session Three: High-Growth Careers</p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify specific careers that are forecast to have high-growth rates Consider a variety of factors when selecting a career 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.</p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p>Grade 7 RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p>Grade 8 RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>		<p>4.1 Identify factors of production needed to create wealth.</p> <p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p>

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Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
Session Four: Career Mapping 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. Objectives: Students will: <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>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p>Grade 6 RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p>
Session Five: On the Hunt 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. Objectives: Students will: <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, 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.</p>	<p>D2..Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>Grade 6 RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p>Grade 7 RI.7.1 RI.7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p>Grade 8 RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>		<p>8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.</p> <p>5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.</p> <p>5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.</p> <p>7.3 Understand the need to adapt to changing and varied</p>

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Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
<p>on paper and in person.</p> <ul style="list-style-type: none"> Recognize the basic construction of a resume and skills that should be highlighted on a resume. 					<p>roles and responsibilities.</p> <p>7.4 Practice time management and efficiency to fulfill responsibilities.</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define and differentiate between technical skills and soft skills Identify specific soft skills they already possess and those they need to improve 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p>	<p>D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.</p>	<p>Grade 6 RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p>Grade 8 RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>		<p>7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.</p> <p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p>

JA Inspire

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
<p>Session One: Career Planning Starts with You</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize career clusters that match their skills and interests. Assess their soft skills and identify need for improvement. Identify industries and jobs that offer opportunities. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>
<p>Session Two: Making the Most of JA Inspire</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify companies that they want to learn more about at the JA Inspire event. Three is a good number. Prepare questions that they want to ask and practice asking them. Create an elevator pitch—a statement that explains why they are interested in a company or a job and what 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p> <p>D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7 W 8</p> <p>Language L 3 L 4 L 6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>

JA Inspire

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
<p>they have to offer and helps to connect them with the company volunteers.</p> <ul style="list-style-type: none"> Express their expectations of the upcoming event. 					<p>business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>
<p>Session Three: JA Inspire Event</p> <p>During the JA Inspire expo, students participate in hands-on activities, often using equipment or tools used on a job.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Make connections with adults who have jobs in careers that interest them. See the connection between high school programming choices and careers. Collect information about the education required to be successful in a job. Practice soft skills. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p>		<p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Language</p> <p>L 3 L 4 L 6</p>		<p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p> <p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.</p> <p>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Business and Finance sector program of study.</p>

JA Inspire

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
<p>Session Four: Debrief and Next Steps</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal goals and priorities based on their experience at the JA Inspire event. ▪ Identify next steps, including exploration of high school coursework and other research. ▪ Understand relevant business communication practices. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 3 W 4 W 5</p> <p>Language L 3 L 4 L 6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p> <p>7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.</p> <p>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Business and Finance sector program of study.</p> <p>A2.1 Determine Specific,</p>

JA Inspire

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
					Measurable, Achievable, Realistic and Time-bound (SMART) goals for a specific project.

JA Career Exploration Fair

Session Details	Social Studies	C3 Framework Standards	Common Core ELA	Math	CTE
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define careers. Differentiate between abilities (skills) and values. Identify their personal characteristics. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>
<p>The Day of the Fair</p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Complete one pre-fair activity (teacher-led) (optional). Express how jobs require specific interests and skills. Complete one post-fair activity (teacher-led) (optional). Complete a student evaluation, if requested. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p>	<p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>

JA Career Exploration Fair

Session Details	Social Studies	C3 Framework Standards	Common Core ELA	Math	CTE
					<p>leaders.</p> <p>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Business and Finance sector program of study.</p>
<p>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify a future career goal. Create a personal action plan. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p>	<p>Reading for Informational Text</p> <p>RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p>		<p>2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.</p> <p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p> <p>11.1 Utilize work-based/workplace</p>

JA Career Exploration Fair

Session Details	Social Studies	C3 Framework Standards	Common Core ELA	Math	CTE
					learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Business and Finance sector program of study.

JA Career Speaker Series

Session Details	CA Social Studies Standards	C3 Framework Standards	Comm on Core ELA	Math	CTE
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify skills and interests. Recognize Career Clusters Recall future high-demand occupations 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.</p>	<p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>		<p>2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.</p> <p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>

JA Career Speaker Series

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker's job experiences and stories, ask questions, and take notes.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Practice active listening skills. Equate job responsibilities with skills and interests 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p>	<p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p>		<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</p> <p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize Career Clusters 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 2 W 4 W 7</p> <p>Language L 3 L 4 L 6</p>		<p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p>

JA Career Speaker Series

Session Details	CA Social Studies Standards	C3 Framework Standards	Comm on Core ELA	Math	CTE
		selection. D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).			leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.

JA Excellence through Ethics

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
<p>Day of the Visit</p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Define ethics, ethical dilemma, values, core values, and interdependence. Articulate how one's core values affects one's choices. Articulate and identify the steps necessary to make ethical decisions. Recognize that individual ethics affect the greater community. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.</p> <p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>Reading for Informational Text RI 1 RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2 SL 3 SL 4</p> <p>Writing W 4</p> <p>Language L 3 L 4 L 6</p>		<p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>AA.1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p> <p>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success</p> <p>7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.</p> <p>8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.</p>

JA Excellence through Ethics

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
<p>Reflection Activity</p> <p>Students will reflect and discuss what they've learned after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply key terms and concepts used in the volunteer-led activities. Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p> <p>D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p>	<p>Speaking and Listening</p> <p>SL 1</p> <p>SL 2</p> <p>SL 3</p> <p>Language</p> <p>L 3</p> <p>L 4</p> <p>L 6</p>		<p>7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.</p> <p>8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.</p>

JA It's My Job (Soft Skills)

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
<p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of manners as an element of professionalism. Identify language and style appropriate for the workplace. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p>	<p>Reading for Informational Text RI 1 RI 4</p> <p>Speaking and Listening SL 1 SL 2 SL 4 SL 6</p> <p>Writing W 4</p> <p>Language L1 L 2 L 3 L 4 L 6</p>		<p>7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.</p> <p>8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.</p>
<p>Applications and Resumes</p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify information necessary for a job application. Recognize key features and formatting of resumes. Use appropriate language for a resume. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.</p>	<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4</p> <p>Language L1 L 2 L 3 L 4 L 6</p>		<p>AA1.1 Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders. Recognize personal traits and leadership styles of entrepreneurs and business leaders.</p> <p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>7.7 Demonstrate the qualities and behaviors that constitute a</p>

JA It's My Job (Soft Skills)

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
					positive and professional work demeanor, including appropriate attire for the profession.
Interviewing for a Job 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. Objectives: Students will: <ul style="list-style-type: none"> Identify appropriate content for a personal brag sheet Adapt personal information to interview situations. Develop answers to common interview questions. Recognize appropriate professional dress and demeanor for a job interview. 	6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information. 6–8.2: Students frame questions that can be answered by historical study and research. 6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.	D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	Speaking and Listening SL 1 SL 2 SL 4 SL 6 Writing W 4 Language L 1 L 2 L 3 L 4 L 6		7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
Cell Phones in the Workplace Students develop an understanding of appropriate communication methods to ensure workplace success. Objectives: Students will: <ul style="list-style-type: none"> Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. Identify the effects of inappropriate usage of cell phones in the workplace. Adapt cell phone behavior and functions for professional uses. Recognize and apply appropriate texting style for communicating in the 	6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information. 6–8.2: Students frame questions that can be answered by historical study and research.	D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses	Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6 Language L 1 L 3 L 4 L 6		7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

JA It's My Job (Soft Skills)

Session Details	CA Social Studies Standards	C3 Framework Standards	Common Core ELA	Math	CTE
workplace.					
Workplace Communication Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively. Objectives: Students will: <ul style="list-style-type: none"> Identify and use an appropriate professional tone in workplace communication. Identify appropriate and inappropriate subjects for workplace discussion. Enable cooperative and productive group interactions. Communicate to solve problems collaboratively and respectfully. 	6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information. 6–8.2: Students frame questions that can be answered by historical study and research.	D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses	Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6 Language L1 L 3 L 4 L 6		7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
Workplace Writing Students practice writing concisely, clearly, and correctly, with appropriate workplace style. Objectives: Students will: <ul style="list-style-type: none"> Use proper spelling, grammar, and punctuation in the workplace. List best practices for effective business writing. Use clear language and appropriate style for written communication in the workplace. Identify important ideas and express them clearly and concisely in writing. 	6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information. 6–8.2: Students frame questions that can be answered by historical study and research. 6–8.4: Students assess the credibility of primary and secondary sources and draw sound conclusions.	D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses	Speaking and Listening SL 1 SL 2 SL 4 SL 6 Writing W 4 W5 W6 W8 Language L1 L 2 L 3 L 4 L 6		7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession. 8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

JA Company Program Pop Up

Session Details	CA Social Studies Standards	CC ELA	C3 Framework Standards	Math	CTE
<p>Session One: Pop-Up Warm-Up</p> <p>This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain what a pop-up business is and its intended purpose. Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements. Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>Grade 6 RI.6 3,4,7 W.6.4 SL 6.1,2 L. 6 1,2,3,4,6</p> <p>Grade 7 RI.7 3,4 W.7.2.4 SL.7 1,2 L.7. 1-6</p> <p>Grade 8 RI.8 3,4 W.8.4 SL. 8.1,2 L.8 1-6</p>	<p>D2.Eco.1.6-8: Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D2.Eco.6.6-8: Explain how changes in incentives cause changes in behavior of individuals, businesses, and society.</p> <p>D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>D2.Eco.9.6-8: Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.</p> <p>D2.Eco.10.6-8: Explain the influence of productivity on standards of living.</p> <p>D2.Eco.11.6-8: Explain how people make economic decisions by analyzing costs and benefits.</p> <p>D2.Eco.12.6-8: Evaluate the opportunity costs of economic decisions.</p>		<p>A1.5 Construct and defend a business plan (components may include an executive summary, organizational structure, market analysis, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).</p> <p>A2.1 Determine Specific, Measurable, Achievable, Realistic and Time-bound (SMART) goals for a specific project.</p>

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<p>Session Two: Doing the Research</p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers' needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the elements of the profit equation and understand how to calculate profit. Explain what a target audience is. Recognize the importance of the customers' wants and needs related to the business's goals. Identify appropriate market research techniques to use when collecting information. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>Grade 6 RI.6 1,2,4,7 W.6 4,7,9 SL.6 1,2,4 L.6 1-6</p> <p>Grade 7 RI.7 1,4 W.7 2,7,9 SL.7 1,2,4 L.7 1-6</p> <p>Grade 8 RI.8 1,2,4 W.8 4,7,9 SL.8 1,2,4 L.8 1-6</p>	<p>D2.Eco.1.6-8: Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D2.Eco.3.6-8: Analyze the role of competition in the determination of prices and wages in a market economy.</p> <p>D2.Eco.4.6-8: Describe the consequences of competition in specific markets.</p> <p>D2.Eco.5.6-8: Explain how tradeoffs involve the allocation of limited resources.</p> <p>D2.Eco.6.6-8: Explain how changes in incentives cause changes in behavior of individuals, businesses, and society.</p> <p>D2.Eco.7.6-8: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>D2.Eco.9.6-8: Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.</p> <p>D2.Eco.11.6-8: Explain how people make economic decisions by analyzing costs and benefits.</p> <p>D2.Eco.12.6-8: Evaluate the opportunity costs of economic decisions.</p>	<p>Math Practices 1-7</p> <p>6.RP.2</p> <p>6.RP. 3</p> <p>6.NS.3</p> <p>7.RP.2</p> <p>7.RP.3</p> <p>7.NS.3</p> <p>7.EE.3</p> <p>7.EE.4</p>	<p>A1.5 Construct and defend a business plan (components may include an executive summary, organizational structure, market analysis, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).</p>

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<p>Session Three: Defining the Pop-Up Structure</p> <p>During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze market research data to make planning decisions about the pop-up business to maximize sales. Describe the different roles and responsibilities necessary to organize and run a pop-up business. Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team. Draft a timeline of tasks and associated due dates needed to meet the company's goals. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>Grade 6 RI.6. 2,4,7 W.6. 4,7,9 SL.6. 1,2,4 L.6.1-6</p> <p>Grade 7 RI.7. 2,4 W.7. 4,7,9 SL. 7. 1,2,4 L. 7. 1-6</p> <p>Grade 8 RI.8. 2,4 W.8. 4,7,9 SL.8. 1,2,4 L.8. 1-6</p>	<p>D2.Eco.1.6-8: Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D2.Eco.5.6-8: Explain how tradeoffs involve the allocation of limited resources.</p> <p>D2.Eco.6.6-8: Explain how changes in incentives cause changes in behavior of individuals, businesses, and society.</p> <p>D2.Eco.7.6-8: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>D2.Eco.9.6-8: Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.</p> <p>D2.Eco.11.6-8: Explain how people make economic decisions by analyzing costs and benefits.</p> <p>D2.Eco.12.6-8: Evaluate the opportunity costs of economic decisions.</p>		<p>9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.</p> <p>9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.</p> <p>9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.</p> <p>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Business and Finance sector program of study.</p> <p>11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.</p> <p>11.4 Employ entrepreneurial practices and behaviors appropriate to Business and Finance sector opportunities.</p> <p>A1.5 Construct and defend a business plan (components may include an executive summary, organizational structure, market analysis, Strengths Weaknesses Opportunities and Threats)</p>

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					(SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).
<p>Session Four: The Ps of Pop-Up</p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business. Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix. Design an optimal layout for a pop-up business that will maximize sales. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>Grade 6 RI.6 2,3,4,7 W.6 4 SL. 8. 1,2,4 L.6. 1-6</p> <p>Grade 7 RI.7. 2,3,4 W.7 4 SL 7. 1,2,4 L.7. 1-6</p> <p>Grade 8 RI.8 2,3,4 W.8 4 SL 8. 1,2,4 L. 8 1-6</p>	<p>D2.Eco.1.6-8: Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D2.Eco.3.6-8: Analyze the role of competition in the determination of prices and wages in a market economy.</p> <p>D2.Eco.4.6-8: Describe the consequences of competition in specific markets.</p> <p>D2.Eco.6.6-8: Explain how changes in incentives cause changes in behavior of individuals, businesses, and society.</p> <p>D2.Eco.7.6-8: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>D2.Eco.9.6-8: Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.</p> <p>D2.Eco.11.6-8: Explain how people make economic decisions by analyzing costs and benefits.</p>	<p>Math Practices 1-7</p> <p>6.RP.2</p> <p>6.RP. 3</p> <p>6.NS.3</p> <p>7.RP.2</p> <p>7.RP.3</p> <p>7.NS.3</p> <p>7.EE.3</p> <p>7.EE.4</p>	<p>10.6 Evaluate the variety, nature, and diversity of investment vehicles and the elements that contribute to financial growth and success.</p> <p>10.10 Apply the economic principles and concepts fundamental to business operations.</p> <p>10.11 Develop a system for keeping and using financial records and a personal financial plan to manage cash flow and maintain creditworthiness.</p> <p>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Business and Finance sector program of study.</p> <p>11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.</p> <p>11.4 Employ entrepreneurial practices and behaviors appropriate to Business and Finance sector opportunities.</p> <p>A1.5 Construct and defend a business plan (components may include an executive summary, organizational</p>

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					<p>structure, market analysis, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).</p> <p>A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.</p>
<p>Session Five: Creating the Buzz</p> <p>This meeting focuses on selecting a price for the product or service, as well as promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will determine how to promote their business and will work on tasks for advertising.</p> <p>Students will:</p> <ul style="list-style-type: none"> Formulate the appropriate price for their product to achieve the pop-up store's monetary goal. Design promotional strategies and materials to attract interest in the pop-up business. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>Grade 6</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>Grade 7</p> <p>RI.7 1,2,3,4 W.7 4,7,9 SL.7 1,2,4 L. 7. 1-6</p> <p>Grade 8</p> <p>RI 8 1,2,3,4 W.8 4,7,9 SL.8 1,2,4 L. 8 1-6</p>	<p>D2.Eco.1.6-8: Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D2.Eco.3.6-8: Analyze the role of competition in the determination of prices and wages in a market economy.</p> <p>D2.Eco.4.6-8: Describe the consequences of competition in specific markets.</p> <p>D2.Eco.6.6-8: Explain how changes in incentives cause changes in behavior of individuals, businesses, and society.</p> <p>D2.Eco.7.6-8: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>D2.Eco.11.6-8: Explain how people make economic decisions by analyzing costs and</p>	<p>Math Practices 1-7</p> <p>6.RP.2</p> <p>6.RP.3</p> <p>6.NS.3</p> <p>7.RP.2</p> <p>7.RP.3</p> <p>7.NS.3</p> <p>7.EE.3</p> <p>7.EE.4</p>	<p>10.10 Apply the economic principles and concepts fundamental to business operations.</p> <p>10.11 Recognize the importance of marketing in a global economy.</p> <p>10.11 Develop a system for keeping and using financial records and a personal financial plan to manage cash flow and maintain creditworthiness.</p> <p>A1.5 Construct and defend a business plan (components may include an executive summary, organizational structure, market analysis, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).</p> <p>A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.</p>

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			benefits. D2.Eco.12.6-8: Evaluate the opportunity costs of economic decisions.		
<p>Session Six: Open for Business!</p> <p>In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operating. Additionally, they review and finalize all logistics necessary to launch and open the store.</p> <p>Students will:</p> <ul style="list-style-type: none"> Select appropriate sales strategies to use while interacting with customers during pop-up store sales. Practice excellent retail customer care skills to maximize the pop-up store's sales potential to reach its business goals. Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>Grade 6</p> <p>RI.6 2,4 W.6. 4 SL.6 1,2,4 L. 6. 1-6</p> <p>Grade 7</p> <p>RI.7 2,4 W.7 4 SL.7. 4 L. 7. 1-6</p> <p>Grade 8</p> <p>RI 8. 2,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>	<p>D2.Eco.1.6-8: Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D2.Eco.3.6-8: Analyze the role of competition in the determination of prices and wages in a market economy.</p> <p>D2.Eco.6.6-8: Explain how changes in incentives cause changes in behavior of individuals, businesses, and society.</p> <p>D2.Eco.7.6-8: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>D2.Eco.9.6-8: Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.</p> <p>D2.Eco.11.6-8: Explain how people make economic decisions by analyzing costs and benefits.</p> <p>D2.Eco.12.6-8: Evaluate the opportunity costs of economic decisions.</p>	<p>Math Practices 1-7</p> <p>6.RP.2</p> <p>6.RP. 3</p> <p>6.NS.3</p> <p>7.RP.2 7.RP.3</p> <p>7.NS.3 7.EE.3 7.EE.4</p>	<p>10.6 Evaluate the variety, nature, and diversity of investment vehicles and the elements that contribute to financial growth and success.</p> <p>10.10 Apply the economic principles and concepts fundamental to business operations.</p> <p>10.11 Recognize the importance of marketing in a global economy.</p> <p>10.11 Develop a system for keeping and using financial records and a personal financial plan to manage cash flow and maintain creditworthiness.</p> <p>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Business and Finance sector program of study.</p> <p>11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.</p> <p>11.4 Employ entrepreneurial practices and behaviors appropriate to Business and Finance sector opportunities.</p> <p>A2.0 Plan, organize, secure, and manage resources of a</p>

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					project to achieve specific goals.
<p>Session Seven: Pop-Up Wrap-Up</p> <p>This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business's final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store's proceeds to their charitable recipient and celebrate their accomplishments.</p> <p>Students will:</p> <ul style="list-style-type: none"> Complete the tasks to calculate final sales and profit and close out the business. Analyze final sales information and compare it to the pop-up business's initial profit goal. Assess company and personal goals to determine successes and areas for improvement. 	<p>6–8.1: Students distinguish relevant from irrelevant information, essential from incidental information.</p> <p>6–8.2: Students frame questions that can be answered by historical study and research.</p> <p>6–8.5: Students identify gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.</p>	<p>Grade 6</p> <p>RI.6 2,3,4,7 W.6. 4 SL.6 1,2,4 L. 6. 1-6</p> <p>Grade 7</p> <p>RI.7 2,3,4 W.7 4 SL.7. 1,2,4 L. 7. 1-6</p> <p>Grade 8</p> <p>RI 8. 2,3,4 W.8 4 SL.8 1,2,4 L. 8 1-6</p>	<p>D2.Eco.1.6-8: Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>D2.Eco.6.6-8: Explain how changes in incentives cause changes in behavior of individuals, businesses, and society.</p> <p>D2.Eco.7.6-8: Analyze the role of innovation and entrepreneurship in a market economy.</p> <p>D2.Eco.10.6-8: Explain the influence of productivity on standards of living.</p> <p>D2.Eco.11.6-8: Explain how people make economic decisions by analyzing costs and benefits.</p> <p>D2.Eco.12.6-8: Evaluate the opportunity costs of economic decisions.</p>	<p>Math Practices 1-7</p> <p>6.RP.2</p> <p>6.RP. 3</p> <p>6.NS.3</p> <p>7.RP.2</p> <p>7.RP.3</p> <p>7.NS.3</p> <p>7.EE.3</p> <p>7.EE.4</p>	<p>10.6 Evaluate the variety, nature, and diversity of investment vehicles and the elements that contribute to financial growth and success.</p> <p>10.10 Apply the economic principles and concepts fundamental to business operations.</p> <p>10.11 Recognize the importance of marketing in a global economy.</p> <p>10.11 Develop a system for keeping and using financial records and a personal financial plan to manage cash flow and maintain creditworthiness.</p> <p>A1.5 Construct and defend a business plan (components may include an executive summary, organizational structure, market analysis, Strengths Weaknesses Opportunities and Threats (SWOT) analysis, marketing plan, operating procedures, financial data, and feasibility and supporting documentation).</p> <p>A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.</p>