

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



Updated October 2025

Colorado [Essential Skills](#), 2018
Colorado Academic Standards for [Social Studies](#), 2022
Colorado Academic Standards for [Financial Literacy](#), 2022
Colorado Academic Standards for [Mathematics](#), 2020
Colorado Academic Standards for [Reading, Writing, and Communicating](#), 2020

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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 Colorado Essential Skills, the Colorado Academic Standards for Reading, Writing, and Communicating, and the Colorado Academic Standards for Social Studies, including Personal Finance Standards. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA Middle Grades Classroom Learning Experiences

[JA Economics for Success](#)[®] introduces students to initial work and career readiness and personal finance concepts. The learning experience offers 6 or more or more instructional contact hours (ICH) based on modular delivery of at least 6 of the 10 sessions. (Grades 6-8)

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

[JA Inspire Entry](#)[®] is more than a career fair. It brings together the business community and local schools and is designed to help launch middle school students into their futures: high school, postsecondary education, and careers beyond. It consists of pre-event career-oriented sessions, the JA Inspire event (in-person, virtual, or both), and a post-event reflection. (Grades 6-8)

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

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

[JA Excellence through Ethics](#)[®] Students learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community. The learning experience is 60- to 90-minutes with additional optional activities. (Grades 6-12)

[JA It's My Job](#)[®] (Soft Skills) helps students understand the value of professional communication and soft skills, making them more employable to future employers across multiple career clusters. The learning experience includes six 45-minute sessions, with additional extended learning activities and optional digital assets offered throughout. (Grades 6-12)

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

JA Economics for Success

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>My Career Exploration</p> <p>Students explore the 16 career clusters and identify the clusters they find interesting. They learn that if they start career planning early, they will have the most choices available to them and the best opportunity to succeed in a career that matches their values, skills, and interests.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the career clusters and their related careers. Apply values, skills, and interests to the career clusters. 	NA	<p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’ (Self-Awareness) Recognize personal characteristics, preferences, thoughts, and feelings. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Demonstrate an understanding of cause and effect related to personal decisions. (Character) <p>Professional Skills</p> <ul style="list-style-type: none"> Connect careers and other life pursuits to personal interest. (Career Awareness) Find information through the use of technologies. (Use Information and Communications Technologies) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a, 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c., 6.2.3.a, 6.2.3.c, 7.2.2.b, 8.2.2.b</p>
<p>Getting to Know Me</p> <p>Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply self-knowledge to identify a personal brand toward a future career. Develop a personal brand statement, based on values, skills, and interests. Recognize that self-knowledge is needed to work effectively with others. 	NA	<p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’ (Self-Awareness) Recognize personal characteristics, preferences, thoughts, and feelings. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Articulate personal strengths and challenges using different forms of communication to express themselves. (Communication) Demonstrate an understanding of cause and effect related to personal decisions. (Character). <p>Professional Skills</p> <ul style="list-style-type: none"> Connect careers and other life pursuits to personal interest. (Career Awareness). 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a, 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c., 6.2.3.a, 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Standard 3: Writing and Composition 6.3.2.a, 6.3.4.a, 6.3.4.b, 6.3.4.c, 6.3.4.d, 7.3.2.a, 7.3.4.a, 7.3.4.b, 7.3.4.c, 7.3.4.d, 8.3.2.a, 8.3.4.a, 8.3.4.b, 8.3.4.c, 8.3.4.d</p>
<p>My Career Goals</p> <p>Students recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the connections between your choices and your education, personal finances, and career paths. Create short- and long-term goals. Identify character traits that can help you overcome obstacles and achieve career goals. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’ (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Articulate personal strengths and challenges using different forms of communication to express themselves. (Communication) Demonstrate an understanding of cause and effect related to personal decisions. (Character). <p>Professional Skills</p> <ul style="list-style-type: none"> Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Task/Time Management) Connect careers and other life pursuits to personal interest. (Career Awareness). 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a, 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.3.a, 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Standard 3: Writing and Composition 6.3.2.a, 6.3.4.a, 6.3.4.b, 6.3.4.c, 6.3.4.d, 7.3.2.a, 7.3.4.a, 7.3.4.b, 7.3.4.c, 7.3.4.d, 8.3.2.a, 8.3.4.a, 8.3.4.b, 8.3.4.c, 8.3.4.d</p>

JA Economics for Success

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
		<ul style="list-style-type: none"> Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	
<p>My Transferable Skills Students recognize that skills they learn now will be useful in both their personal life and their future career. They learn about the digital skills needed to work remotely.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize appropriate skills for the workplace. Identify transferable skills and their importance. Recognize the importance of having digital skills and using professional digital tools and programs. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’ (Self-Awareness) Recognize personal characteristics, preferences, thoughts, and feelings. (Initiative/Self-Direction) Discern differences of effective and ineffective processes, communication and tasks. (Personal Responsibility) Look for and value different perspectives expressed by others. (Adaptability/Flexibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) <p>Professional Skills</p> <ul style="list-style-type: none"> Communicate information through the use of technologies. (Use Information and Communications Technologies) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c., 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p>
<p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize that workers should not expect to keep all the money they earn. Recognize problem solving as a challenge and not an obstacle. Explore career-based solutions for income planning. Reflect on the personal impact of saving money. 	<p>Standard 5. Personal Financial Literacy 6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.d. Understand how basic budgeting, investing, saving, and personal behavior with money affects the economic system as a consumer and/or producer.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Recognize that problems can be identified and possible solutions can be created. (Critical Thinking/Problem Solving) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’ (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how members of a community rely on each other, considering personal contributions as applicable. (Collaboration/Teamwork) Identify and reflect upon personal connections to community systems. (Civic Engagement) Demonstrate an understanding of cause and effect related to personal decisions. (Character) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c., 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Math Practices 1, 2, 4, 5, 6</p>
<p>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.</p>	<p>Standard 5. Personal Financial Literacy 6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.c. Analyze how external factors might influence spending</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Make connections between information gathered and personal experiences to apply and/or test solutions. (Critical Thinking/ Problem Solving) Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’ (Self-Awareness) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c., 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p>

JA Economics for Success

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Students will:</p> <ul style="list-style-type: none"> Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. Examine the true costs of goods and services. 	<p>decisions for different individuals.</p> <p>6.5.1.d. Understand how basic budgeting, investing, saving, and personal behavior with money affects the economic system as a consumer and/or producer.</p>	<ul style="list-style-type: none"> Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) Demonstrate an understanding of cause and effect related to personal decisions. (Character). <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions and learn more about careers and other life pursuits. (Career Awareness) 	
<p>Managing My Money Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define a budget and its importance. Express the need to say “no” to some short-term spending to save for more important items in the future and to plan for emergencies. Practice budgeting skills using income that can be earned while still in school. 	<p>Standard 5. Personal Financial Literacy</p> <p>6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.c. Analyze how external factors might influence spending decisions for different individuals.</p> <p>6.5.1.d. Understand how basic budgeting, investing, saving, and personal behavior with money affects the economic system as a consumer and/or producer.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Make connections between information gathered and personal experiences to apply and/or test solutions. (Critical Thinking/ Problem Solving) <p>Personal Skills</p> <ul style="list-style-type: none"> Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) Demonstrate an understanding of cause and effect related to personal decisions. (Character). 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c., 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Math Practices 1, 2, 4, 5, 6</p>
<p>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.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe ways to pay for everyday goods and services. Identify the differences between debit (paying now) and credit (paying in the future, plus interest). 	<p>Standard 5. Personal Financial Literacy</p> <p>6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.c. Analyze how external factors might influence spending decisions for different individuals.</p> <p>6.5.1.d. Understand how basic budgeting, investing, saving, and personal behavior with money affects the economic system as a consumer and/or producer.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Make connections between information gathered and personal experiences to apply and/or test solutions. (Critical Thinking/ Problem Solving) <p>Personal Skills</p> <ul style="list-style-type: none"> Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) Demonstrate an understanding of cause and effect related to personal decisions. (Character). 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c., 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Math Practices 1, 2, 4, 5, 6</p>

JA Economics for Success

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>My Credit and Spending 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>Standard 5. Personal Financial Literacy 6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.c. Analyze how external factors might influence spending decisions for different individuals.</p> <p>6.5.1.d. Understand how basic budgeting, investing, saving, and personal behavior with money affects the economic system as a consumer and/or producer.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> ● Make connections between information gathered and personal experiences to apply and/or test solutions. (Critical Thinking/ Problem Solving) <p>Personal Skills</p> <ul style="list-style-type: none"> ● Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> ● Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) ● Demonstrate an understanding of cause and effect related to personal decisions. (Character). 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c., 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Math Practices 1, 2, 4, 5, 6</p>
<p>My Ride on the Financial Roller Coaster 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>Standard 5. Personal Financial Literacy 6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.d. Understand how basic budgeting, investing, saving, and personal behavior with money affects the economic system as a consumer and/or producer.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> ● Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. (Self-Awareness) ● Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> ● Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) ● Demonstrate an understanding of cause and effect related to personal decisions. (Character). 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c., 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Math Practices 1, 2, 4, 5, 6</p>

JA It's My Future

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Session One: My Purpose</p> <p>Students are introduced to the world of work and consider their potential purpose within it. Students identify their strengths, explore civic virtues, and examine how these intersect to benefit their community.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify how their personal strengths and interests intersect with the needs in their communities. Explain how civic virtues can contribute to their purpose. 	<p>Standard 4: Civics</p> <p>6.4.1. Examine civic participation within different governmental systems of the Western Hemisphere.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Recognize that problems can be identified and possible solutions can be created. (Critical Thinking/ Problem Solving) Build on personal experience to specify a challenging problem to investigate. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset.' (Self-Awareness) Recognize personal characteristics, preferences, thoughts, and feelings. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how members of a community rely on each other, considering personal contributions as applicable. (Collaboration/Teamwork) Articulate personal strengths and challenges using different forms of communication to express themselves. (Communication) Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Global/Cultural Awareness) Connect knowledge (facts, theories, etc.) from personal ideas/understandings to civic engagement. (Civic Engagement) <p>Professional Skills</p> <ul style="list-style-type: none"> Connect careers and other life pursuits to personal interest. (Career Awareness). Ask questions to develop further personal understanding. (Self-Advocacy) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students learn about the 16 career clusters. They take a career interest survey to identify jobs and career pathways in their preferred clusters. Students explore the importance of all jobs within a community.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify jobs in specific career clusters to explore further. Recognize the interconnectivity and value of all jobs in contributing to the common good in a community. 	<p>Standard 5. Personal Financial Literacy</p> <p>8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset.' (Self-Awareness) Pursue opportunities to engage and learn interests. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how members of a community rely on each other, considering personal contributions as applicable. (Collaboration/Teamwork) Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Global/Cultural Awareness) Identify and reflect upon personal connections to community systems. (Civic Engagement) <p>Professional Skills</p> <ul style="list-style-type: none"> Connect careers and other life pursuits to personal interest. (Career Awareness). 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>

JA It's My Future

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Session Three: Bright Outlook Careers</p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth fields.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify specific careers that are forecast to have high growth rates. Examine a variety of factors when selecting a career, in order to be well informed. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset.' (Self-Awareness) Pursue opportunities to engage and learn interests. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how members of a community rely on each other, considering personal contributions as applicable. (Collaboration/Teamwork) Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Global/Cultural Awareness) Identify and reflect upon personal connections to community systems. (Civic Engagement) <p>Professional Skills</p> <ul style="list-style-type: none"> Connect careers and other life pursuits to personal interest. (Career Awareness). 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students explore the lives of celebrities and their paths to success. Students examine a sample career map and create their own.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify transferable skills they need for a specific career goal. Plan significant milestones they need to reach to prepare for a particular job. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset.' (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) Demonstrate an understanding of cause and effect related to personal decisions. (Character). <p>Professional Skills</p> <ul style="list-style-type: none"> "Pursue a path of inquiry initiated by personal connections to careers and other life pursuits." (Career Awareness) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>
<p>Session Five: On the Hunt</p> <p>Students are introduced to looking, applying, and interviewing for a job. They play a game to identify two truths and a myth about the job search process. They learn interview skills, how to create a resume, and the importance of volunteering when preparing for the world of work.</p>	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset.' (Self-Awareness) Recognize personal characteristics, preferences, thoughts, and feelings. (Initiative/Self-Direction) Regulate one's emotions, thoughts, and behaviors in different situations. (Personal Responsibility) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>

JA It's My Future

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Objectives / Students will:</p> <ul style="list-style-type: none"> Recognize basic job-hunting techniques, including looking for a job, constructing a resume, interviewing, and listing references. Recognize the importance of personal presentation and making a good impression, on paper and in person. 		<p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Articulate personal strengths and challenges using different forms of communication to express themselves. (Communication) <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions and learn more about careers and other life pursuits. (Career Awareness) Find information through the use of technologies. (Use Information and Communications Technologies) Articulate the requirements of a task or job. (Productivity/Accountability) Demonstrate confidence in sharing ideas/feelings. (Self-Advocacy) 	<p>Standard 3: Writing and Composition</p> <p>6.3.2.a, 6.3.4.a 6.3.4.b, 6.3.4.c 6.3.4.d, 6.3.4.e 7.3.2.a, 7.3.4.a 7.3.4.b, 7.3.4.c 7.3.4.d, 7.3.4.e 8.3.2.a, 8.3.4.a 8.3.4.b, 8.3.4.c 8.3.4.d, 8.3.4.e</p>
<p>Session Six: Soft Skills</p> <p>Students learn why soft skills are essential for getting and keeping a job. Students complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. They role-play a community meeting to practice soft skills, deliberation, and civic virtues.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify specific soft skills they already possess and those they need to improve. Apply soft skills and civil discourse when deliberating in school, workplace, and community settings. 	<p>Standard 4: Civics</p> <p>6.4.1. Examine civic participation within different governmental systems of the Western Hemisphere.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Recognize that problems can be identified and possible solutions can be created. (Critical Thinking/Problem Solving) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset.' (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Discern differences of effective and ineffective processes, communication and tasks. (Personal Responsibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> "Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making." (Collaboration/Teamwork) Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Global/Cultural Awareness) Identify and reflect upon personal connections to community systems. (Civic Engagement) <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions to develop further personal understanding. (Self-Advocacy) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>

JA Inspire Entry

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Session One: Career Interests and Your Path</p> <p>Students are introduced to the concept of using their own values, skills, and interests as the foundation of career decisions. They watch the first in a series of <i>JA Inspire</i> videos on career planning. They take a career assessment and evaluate their results.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Consider their values, skills, and interests. Take a Career Interest Inventory. Relate their values, skills, interests, and Career Interest Inventory to future career opportunities. 	<p>NA</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’ (Self-Awareness) Recognize personal characteristics, preferences, thoughts, and feelings. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Demonstrate an understanding of cause and effect related to personal decisions. (Character) <p>Professional Skills</p> <ul style="list-style-type: none"> Connect careers and other life pursuits to personal interest. (Career Awareness) Find information through the use of technologies. (Use Information and Communications Technologies) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>
<p>Session Two: Career Planning and Your Path</p> <p>Students learn to recognize career clusters and focus on those tied to the results of their Career Interest Inventory. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in those fields.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Learn why career planning is important. Recognize career clusters. Identify career clusters that match their skills and interests. Identify requirements to obtain jobs in fields of interest. 	<p>Standard 5. Personal Financial Literacy</p> <p>8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’ (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) Demonstrate an understanding of cause and effect related to personal decisions. (Character) <p>Professional Skills</p> <ul style="list-style-type: none"> Connect careers and other life pursuits to personal interest. (Career Awareness) Find information through the use of technologies. (Use Information and Communications Technologies) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>
<p>Session Three: Preparing to Meet Your Future</p> <p>Students learn how awareness of their values, skills, and interests helps guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest.</p>	<p>Standard 5. Personal Financial Literacy</p> <p>8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate a willingness to try new things. (Risk Taking) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’ (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>

JA Inspire Entry

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Objectives / Students will:</p> <ul style="list-style-type: none"> Understand why it's important to choose a career where they can be successful and develop a career plan. Practice soft skills. Recognize education and training requirements and opportunities for careers of interest. 		<p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) Demonstrate an understanding of cause and effect related to personal decisions. (Character) <p>Professional Skills</p> <ul style="list-style-type: none"> "Pursue a path of inquiry initiated by personal connections to careers and other life pursuits." (Career Awareness) Find information through the use of technologies. (Use Information and Communications Technologies) 	
<p>Session Four: Local Business Means Opportunity</p> <p>Students learn about their local economy. They review the list of <i>JA Inspire</i> exhibitors and the website of the local Chamber of Commerce and look for common themes, such as career clusters. They identify companies they would like to visit during the <i>JA Inspire</i> event.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Recognize traits of their local economy. Identify common career clusters in their area and among <i>JA Inspire</i> exhibitors. Create a list of exhibitors to visit during the <i>JA Inspire</i> event. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate a willingness to try new things. (Risk Taking) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset.' (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) Demonstrate an understanding of cause and effect related to personal decisions. (Character) <p>Professional Skills</p> <ul style="list-style-type: none"> Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Career Awareness) Find information through the use of technologies. (Use Information and Communications Technologies) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p> <p>Standard 4: Research Inquiry and Design 6.4.1.a, 7.4.1.a 8.4.1.a</p>
<p>Session Five (Virtual Event): Learn from the Experts</p> <p>Students review the speakers and webinars available at the <i>JA Inspire</i> event, create a list of at least three to view, and define what they would like to learn from them.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify relevant <i>JA Inspire</i> speakers and webinars to attend. Note facts about the speakers and topics of webinars they will attend. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Articulate personal strengths and challenges using different forms of communication to express themselves. (Communication) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>

JA Inspire Entry

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<ul style="list-style-type: none"> Develop questions to consider when watching the speakers and webinars. 		<p>Professional Skills</p> <ul style="list-style-type: none"> Articulate task requirements and identify deadlines. (Task/Time Management) “Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” (Career Awareness) Articulate the most effective options to access information needed for a specific purpose. (Information Literacy) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	<p>Standard 4: Research Inquiry and Design 6.4.1.a, 7.4.1.a 8.4.1.a</p>
<p>Session Five (In-Person Event): Prepare for the JA Inspire Event</p> <p>Students prepare for the in-person JA Inspire event by reviewing logistics of the event day and getting ready to make a good first impression when interacting with company representatives.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Create an elevator pitch about themselves. Develop questions for exhibitors. Learn what behavior is expected at the event. Review a form they will use to take notes at the event. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Discern differences of effective and ineffective processes, communication and tasks. (Personal Responsibility) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) <p>Professional Skills</p> <ul style="list-style-type: none"> Articulate task requirements and identify deadlines. (Task/Time Management) “Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” (Career Awareness) Articulate the most effective options to access information needed for a specific purpose. (Information Literacy) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p> <p>Standard 3: Writing and Composition 6.3.2.a, 6.3.4.a 6.3.4.c, 6.3.4.d 6.3.4.e, 7.3.2.a 7.3.4.a, 7.3.4.c 7.3.4.d, 7.3.4.e 8.3.2.a, 8.3.4.a 8.3.4.c, 8.3.4.d 8.3.4.e</p>
<p>Session Six: Visit the JA Inspire Event</p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Visit exhibits at the <i>JA Inspire</i> event. Attend speeches and webinars at the event (if applicable). Complete the What I Learned section of the chart from their Learn from the Experts handout (if applicable). 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Regulate one’s emotions, thoughts, and behaviors in different situations. (Personal Responsibility) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Articulate personal strengths and challenges using different forms of communication to express themselves. (Communication) <p>Professional Skills</p> <ul style="list-style-type: none"> “Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” (Career Awareness) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>

JA Inspire Entry

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Session Seven: JA Inspire Personal Reflection</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Evaluate personal goals and priorities based on their experience at the <i>JA Inspire</i> program. Identify next steps, including exploration of high school coursework and other research. 	<p>Standard 5. Personal Financial Literacy</p> <p>8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) <p>Professional Skills</p> <ul style="list-style-type: none"> Articulate task requirements and identify deadlines. (Task/Time Management) “Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” (Career Awareness) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p> <p>Standard 4: Research Inquiry and Design</p> <p>6.4.1.a, 7.4.1.a 8.4.1.a</p>

JA Career Exploration Fair

Session Description	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Define <i>careers</i>. Differentiate between <i>abilities (skills)</i> and <i>values</i>. Identify their personal characteristics. 	<p>Standard 5. Personal Financial Literacy</p> <p>8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. (Self-Awareness) Pursue opportunities to engage and learn interests. (Initiative/Self-Direction) <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions and learn more about careers and other life pursuits. (Career Awareness) Find information through the use of technologies. (Use Information and Communications Technologies) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Standard 4: Research Inquiry and Design</p> <p>6.4.1.a, 7.4.1.a, 8.4.1.a</p>
<p>The Day of the Fair</p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers. 	<p>Standard 5. Personal Financial Literacy</p> <p>8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Pursue opportunities to engage and learn interests. (Initiative/Self-Direction) Handle impulses and behavior with minimal direction. (Personal Responsibility) <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions and learn more about careers and other life pursuits. (Career Awareness) Ask questions to develop further personal understanding. (Self-Advocacy) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 4: Research Inquiry and Design</p> <p>6.4.1.a, 7.4.1.a, 8.4.1.a</p>
<p>Post-Fair Session</p> <p>Students reflect on their <i>JA Career Exploration Fair</i> experiences.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify a future career goal. Create a personal action plan. 	<p>Standard 5. Personal Financial Literacy</p> <p>8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) <p>Professional Skills</p> <ul style="list-style-type: none"> Articulate task requirements and identify deadlines. (Task/Time Management) “Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” (Career Awareness) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Standard 4: Research Inquiry and Design</p> <p>6.4.1.a, 7.4.1.a, 8.4.1.a</p>

JA Career Speaker Series

Session Description	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify skills and interests. Recognize career clusters. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. (Self-Awareness) Recognize personal characteristics, preferences, thoughts, and feelings. (Initiative/Self-Direction) <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions and learn more about careers and other life pursuits. (Career Awareness) Find information through the use of technologies. (Use Information and Communications Technologies) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Standard 4: Research Inquiry and Design 6.4.1.a, 7.4.1.a 8.4.1.a</p>
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker's job experiences and stories, ask questions, and take notes.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Practice active listening skills. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Pursue opportunities to engage and learn interests. (Initiative/Self-Direction) Handle impulses and behavior with minimal direction. (Personal Responsibility) <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions and learn more about careers and other life pursuits. (Career Awareness) Ask questions to develop further personal understanding. (Self-Advocacy) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 4: Research Inquiry and Design 6.4.1.a, 7.4.1.a 8.4.1.a</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify skills and interests. Recognize career clusters. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) <p>Professional Skills</p> <ul style="list-style-type: none"> Articulate task requirements and identify deadlines. (Task/Time Management) "Pursue a path of inquiry initiated by personal connections to careers and other life pursuits." (Career Awareness) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 8.2.2.b</p> <p>Standard 3: Writing and Composition 6.3.2.a, 6.3.4.a, 6.3.4.c 6.3.4.d, 6.3.4.e, 7.3.2.a 7.3.4.a, 7.3.4.c, 7.3.4.d 7.3.4.e, 8.3.2.a, 8.3.4.a 8.3.4.c, 8.3.4.d, 8.3.4.e</p> <p>Standard 4: Research Inquiry and Design 6.4.1.a, 7.4.1.a 8.4.1.a</p>

JA Excellence through Ethics

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Day of the Visit</p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make. Then students are given a process to use when faced with an ethical dilemma.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> ● Define <i>ethics, ethical dilemma, values, core values, and interdependence.</i> ● Articulate how one's core values affect one's choices. ● Articulate and identify the steps necessary to make ethical decisions. ● Recognize that individual ethics affect the greater community. 	<p>Standard 4. Civics</p> <p>6.4.1. Examine civic participation within different governmental systems of the Western Hemisphere.</p> <p>7.4.1.a Describe civic virtues and principles that guide governments and societies. For example: Citizenship, civic participation, and rule of law.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> ● Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Self-Awareness) ● Look for and value different perspectives expressed by others. (Adaptability/Flexibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> ● Recognize how members of a community rely on each other, considering personal contributions as applicable. (Collaboration/ Teamwork) ● Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Global/Cultural Awareness) ● Connect knowledge (facts, theories, etc.) from personal ideas/understandings to civic engagement. (Civic Engagement) ● Apply ethical perspectives/ concepts to an ethical question/ situation/ scenario. (Character). <p>Professional Skills</p> <ul style="list-style-type: none"> ● Appropriately express a range of emotions to communicate personal ideas/needs. (Self-Advocacy) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>
<p>Reflection Activity</p> <p>Students will reflect upon and discuss what they learned from their interactions with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> ● Apply key terms and concepts used in the volunteer-led activities. ● Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ● Self-examine to develop a personal awareness of their own values to begin to see the connection between their words and actions. 	<p>Standard 4. Civics</p> <p>6.4.1. Examine civic participation within different governmental systems of the Western Hemisphere.</p> <p>7.4.1.a Describe civic virtues and principles that guide governments and societies. For example: Citizenship, civic participation, and rule of law.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> ● Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Self-Awareness) ● Look for and value different perspectives expressed by others. (Adaptability/Flexibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> ● Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) ● Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Global/Cultural Awareness) ● Connect knowledge (facts, theories, etc.) from personal ideas/understandings to civic engagement. (Civic Engagement) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b 7.1.1.a, 7.1.1.b 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c 6.2.3.a, 6.2.3.c 7.2.2.b, 8.2.2.b</p>

JA It's My Job (Soft Skills)

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Communicating About Yourself</p> <p>This session covers the basics of professional communication and workplace introductions. Activities are included for students to practice appropriate workplace behavior and language, as well as active listening skills.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Recognize the importance of manners as an element of professionalism. Identify language and style appropriate for the workplace. Listen actively for content, not to anticipate response. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Discern differences of effective and ineffective processes, communication and tasks. (Personal Responsibility) Look for and value different perspectives expressed by others. (Adaptability/ Flexibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Communication) <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions and learn more about careers and other life pursuits. (Career Awareness) Model positive behaviors for others. (Leadership) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 7.1.1.a 7.1.1.b, 8.1.1.a, 8.1.1.b</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.3.a, 6.2.3.c 7.2.2.b, 7.2.3.a, 7.2.3.c 8.2.2.b, 8.2.3.a, 8.2.3.c</p> <p>Standard 3: Writing and Composition 6.3.4.a, 6.3.4.c, 7.3.4.a 7.3.4.c, 8.3.4.a, 8.3.4.c</p>
<p>Applications and Resumes</p> <p>This session covers job applications and resumes, two written methods for applying for a job. Students examine both documents and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify information necessary for completing a job application. Recognize key features and formatting of resumes. Use appropriate language for a resume. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Discern differences of effective and ineffective processes, communication and tasks. (Personal Responsibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Communication) <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions and learn more about careers and other life pursuits. (Career Awareness) Articulate the most effective options to access information needed for a specific purpose. (Information Literacy) Articulate the requirements of a task or job. (Productivity/Accountability) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.1.b, 7.1.2.c 8.1.1.a, 8.1.1.b, 8.1.2.c</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.3.a, 6.2.3.c 7.2.2.b, 7.2.3.a, 7.2.3.c 8.2.2.b, 8.2.3.a, 8.2.3.c</p> <p>Standard 3: Writing and Composition 6.3.2.a, 6.3.4.a, 6.3.4.b 6.3.4.c, 6.3.4.d, 7.3.2.a 7.3.4.a, 7.3.4.b, 7.3.4.c 7.3.4.d, 8.3.2.a, 8.3.4.a 8.3.4.b, 8.3.4.c, 8.3.4.d</p>
<p>Interviewing for a Job</p> <p>This session covers communication styles used during the process of job hunting, with an emphasis on interviewing. Students begin by tracking their accomplishments in a “brag sheet.” Next, students can prepare to answer interview questions and/or stage mock interviews.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify appropriate content for a personal brag sheet. Adapt personal information to interview situations. Develop answers to common interview questions. Recognize appropriate professional dress and demeanor for a job interview. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Discern differences of effective and ineffective processes, communication and tasks. (Personal Responsibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Communication) <p>Professional Skills</p> <ul style="list-style-type: none"> Ask questions and learn more about careers and other life pursuits. (Career Awareness) Articulate the most effective options to access information needed for a specific purpose. (Information Literacy) Articulate the requirements of a task or job. (Productivity/Accountability) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.1.b, 7.1.2.c 8.1.1.a, 8.1.1.b, 8.1.2.c</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.3.a, 6.2.3.c 7.2.2.b, 7.2.3.a, 7.2.3.c 8.2.2.b, 8.2.3.a, 8.2.3.c</p> <p>Standard 3: Writing and Composition 6.3.2.a, 6.3.4.a, 6.3.4.b 6.3.4.c, 6.3.4.d, 7.3.2.a 7.3.4.a, 7.3.4.b, 7.3.4.c 7.3.4.d, 8.3.2.a, 8.3.4.a 8.3.4.b, 8.3.4.c, 8.3.4.d</p>

JA It's My Job (Soft Skills)

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Cell Phones in the Workplace This session covers communication methods to ensure workplaces success, focusing on using cell phones in the workplace.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. Identify the effects of inappropriate usage of cell phones in the workplace. Adapt cell phone behavior and functions for professional uses. Recognize and apply appropriate texting style for communicating in the workplace. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Personal Skills</p> <ul style="list-style-type: none"> Discern differences of effective and ineffective processes, communication and tasks. (Personal Responsibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Recognize how personal actions have had a positive or negative impact with feedback as needed. (Collaboration/Teamwork) Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Communication) <p>Professional Skills</p> <ul style="list-style-type: none"> Communicate information through the use of technologies. (Use Information and Communications Technologies) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.1.b, 7.1.2.c 8.1.1.a, 8.1.1.b, 8.1.2.c</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.3.a, 6.2.3.c 7.2.2.b, 7.2.3.a, 7.2.3.c 8.2.2.b</p> <p>Standard 3: Writing and Composition 6.3.4.a, 6.3.4.b, 6.3.4.c 6.3.4.d, 7.3.4.a, 7.3.4.b 7.3.4.c, 7.3.4.d, 8.3.4.a 8.3.4.b, 8.3.4.c, 8.3.4.d</p>
<p>Workplace Communication This session covers communication methods for the workplace. Activities focus on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Identify and use an appropriate professional tone in workplace communication. Identify appropriate and inappropriate subjects for workplace discussion. Enable cooperative and productive group interactions. Communicate to solve problems collaboratively and respectfully. 	<p>Standard 5. Personal Financial Literacy 8.5.1.c.. Analyze the changes in the development of human capital over time. For example: Gaining knowledge and skill through education, apprenticeship, entrepreneurship, and work experience.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Recognize that problems can be identified and possible solutions can be created. (Critical Thinking/Problem Solving) <p>Personal Skills</p> <ul style="list-style-type: none"> Discern differences of effective and ineffective processes, communication and tasks. (Personal Responsibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> “Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” (Collaboration/Teamwork) Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Communication) <p>Professional Skills</p> <ul style="list-style-type: none"> Model positive behaviors for others. (Leadership) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.1.b, 7.1.2.c 8.1.1.a, 8.1.1.b, 8.1.2.c</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.3.a, 6.2.3.c 7.2.2.b, 7.2.3.a, 7.2.3.c 8.2.2.b</p> <p>Standard 3: Writing and Composition 6.3.4.a, 6.3.4.b, 6.3.4.c 6.3.4.d, 7.3.4.a, 7.3.4.b 7.3.4.c, 7.3.4.d, 8.3.4.a 8.3.4.b, 8.3.4.c, 8.3.4.d</p>
<p>Workplace Writing Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Use proper spelling, grammar, and punctuation in the workplace. List best practices for effective business writing. Use clear language and appropriate style for written communication in the workplace. Identify important ideas and express them clearly and concisely in writing. 		<p>Personal Skills</p> <ul style="list-style-type: none"> Discern differences of effective and ineffective processes, communication and tasks. (Personal Responsibility) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Communication) <p>Professional Skills</p> <ul style="list-style-type: none"> Demonstrate confidence in sharing ideas/feelings. (Self-Advocacy) Model positive behaviors for others. (Leadership) 	<p>Standard 1: Oral Expression and Listening 6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.1.b, 7.1.2.c 8.1.1.a, 8.1.1.b, 8.1.2.c</p> <p>Standard 2: Reading for All Purposes 6.2.2.b, 6.2.3.a, 6.2.3.c 7.2.2.b, 7.2.3.a, 7.2.3.c 8.2.2.b, 8.2.3.a, 8.2.3.c</p> <p>Standard 3: Writing and Composition 6.3.2.a, 6.3.4.a, 6.3.4.b 6.3.4.c, 6.3.4.d, 6.3.4.e 7.3.2.a, 7.3.4.a, 7.3.4.b 7.3.4.c, 7.3.4.d, 7.3.4.e 8.3.2.a, 8.3.4.a, 8.3.4.b 8.3.4.c, 8.3.4.d, 8.3.4.3</p>

JA Company Program Pop Up

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p>Session One: Pop-Up Warm-Up</p> <p>This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain what a pop-up business is and its intended purpose. ● Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture. ● Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements. ● Discuss the importance of charitable giving. 	<p>Standard 5. Personal Financial Literacy</p> <p>6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.a. Explain the role of buyers and sellers in product, labor, and financial markets.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> ● Demonstrate curiosity, imagination and eagerness to learn more. (Creativity/Innovation) ● Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Risk Taking) <p>Personal Skills</p> <ul style="list-style-type: none"> ● Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Professional Skills</p> <ul style="list-style-type: none"> ● Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Task/Time Management) ● Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) ● Articulate the requirements of a task or job. (Productivity/Accountability) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.2.c, 8.1.1.a 8.1.2.c</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 7.2.3.a 7.2.3.c, 8.2.2.b, 8.2.3.a 8.2.3.c</p> <p>Standard 3: Writing and Composition</p> <p>6.3.2.a, 6.3.4.a, 6.3.4.b 6.3.4.c, 6.3.4.d, 6.3.4.e 7.3.2.a, 7.3.4.a, 7.3.4.b 7.3.4.c, 7.3.4.d, 7.3.4.e 8.3.2.a, 8.3.4.a, 8.3.4.b 8.3.4.c, 8.3.4.d, 8.3.4.3</p>
<p>Session Two: Doing the Research</p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers’ needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify the elements of the profit equation and understand how to calculate profit. ● Explain who the target audience is. ● Recognize the importance of the customers’ wants and needs related to the business’s goals. ● Identify appropriate market research techniques to use when collecting information. 	<p>Standard 5. Personal Financial Literacy</p> <p>6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.a. Explain the role of buyers and sellers in product, labor, and financial markets.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> ● “Interpret information and draw conclusions based on the best analysis.” (Critical Thinking/Problem Solving) ● Build on personal experience to specify a challenging problem to investigate. (Creativity/Innovation) ● Make predictions and design data/information collection and analysis strategies. (Inquiry/Analysis) ● Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Risk Taking) <p>Personal Skills</p> <ul style="list-style-type: none"> ● Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> ● “Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” (Collaboration/Teamwork) <p>Professional Skills</p> <ul style="list-style-type: none"> ● Find information through the use of technologies. (Use Information and Communications Technologies) ● Articulate the requirements of a task or job. (Productivity/Accountability) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.2.c, 8.1.1.a 8.1.2.c</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 7.2.3.a 7.2.3.c, 8.2.2.b, 8.2.3.a 8.2.3.c</p> <p>Standard 3: Writing and Composition</p> <p>6.3.2.a, 6.3.4.a, 6.3.4.b 6.3.4.c, 6.3.4.d, 6.3.4.e 7.3.2.a, 7.3.4.a, 7.3.4.b 7.3.4.c, 7.3.4.d, 7.3.4.e 8.3.2.a, 8.3.4.a, 8.3.4.b 8.3.4.c, 8.3.4.d, 8.3.4.3</p> <p>Standard 4: Research Inquiry and Design</p> <p>6.4.1.a, 7.4.1.a, 8.4.1.a</p> <p>Math Practices</p> <p>1-7</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. Students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during the course of their pop-up experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze market research data to make planning decisions about the pop-up business to maximize sales. Describe the different roles and responsibilities necessary to organize and run a pop-up business. Reflect on their own personal strengths and weaknesses to determine what their role on the pop-up team should be. Draft a timeline of tasks and associated due dates needed to meet the company's goals. 	<p>Standard 5. Personal Financial Literacy</p> <p>6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.a. Explain the role of buyers and sellers in product, labor, and financial markets.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> “Interpret information and draw conclusions based on the best analysis.” (Critical Thinking/Problem Solving) Build on personal experience to specify a challenging problem to investigate. (Creativity/Innovation) Make predictions and design data/information collection and analysis strategies. (Inquiry/Analysis) Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Risk Taking) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> “Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” (Collaboration/Teamwork) Articulate personal strengths and challenges using different forms of communication to express themselves. (Communication) <p>Professional Skills</p> <ul style="list-style-type: none"> Connect careers and other life pursuits to personal interest. (Career Awareness) Articulate the requirements of a task or job. (Productivity/Accountability) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.2.c, 8.1.1.a 8.1.2.c</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 7.2.3.a 7.2.3.c, 8.2.2.b, 8.2.3.a 8.2.3.c</p> <p>Standard 4: Research Inquiry and Design</p> <p>6.4.1.a, 7.4.1.a, 8.4.1.a</p>
<p>Session Four: The Ps of Pop-Up</p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the importance of the four Ps of marketing related to a pop-up business. Recognize that people want to connect emotionally with a charitable cause. Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix. 	<p>Standard 5. Personal Financial Literacy</p> <p>6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.a. Explain the role of buyers and sellers in product, labor, and financial markets.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Make connections between information gathered and personal experiences to apply and/or test solutions. (Critical Thinking/Problem Solving) Engage in novel approaches, moves, directions, ideas, and/or perspectives. (Creativity/Innovation) Make predictions and design data/information collection and analysis strategies. (Inquiry/Analysis) Act on creative ideas to make a tangible and useful contribution. (Risk Taking) <p>Personal Skills</p> <ul style="list-style-type: none"> Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Use interpersonal skills to learn and work with individuals from diverse backgrounds. (Collaboration/Teamwork) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.2.c, 8.1.1.a 8.1.2.c</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 7.2.3.a 7.2.3.c, 8.2.2.b, 8.2.3.a 8.2.3.c</p>

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<ul style="list-style-type: none"> Design an optimal layout for a pop-up business that will maximize sales. 		Professional Skills <ul style="list-style-type: none"> Articulate the requirements of a task or job. (Productivity/Accountability) 	
<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. They will determine how to promote their business and will work on tasks for advertising.</p> <p>Students will:</p> <ul style="list-style-type: none"> Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal. Devise promotional strategies and materials to attract interest to the pop-up business. 	<p>Standard 5. Personal Financial Literacy</p> <p>6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.a. Explain the role of buyers and sellers in product, labor, and financial markets.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Make connections between information gathered and personal experiences to apply and/or test solutions. (Critical Thinking/Problem Solving) Engage in novel approaches, moves, directions, ideas, and/or perspectives. (Creativity/Innovation) Make predictions and design data/information collection and analysis strategies. (Inquiry/Analysis) Act on creative ideas to make a tangible and useful contribution. (Risk Taking) <p>Personal Skills</p> <ul style="list-style-type: none"> Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Use interpersonal skills to learn and work with individuals from diverse backgrounds. (Collaboration/Teamwork) <p>Professional Skills</p> <ul style="list-style-type: none"> Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Information Literacy) Communicate information through the use of technologies. (Use Information and Communications Technologies) Articulate the requirements of a task or job. (Productivity/Accountability) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.2.c, 8.1.1.a 8.1.2.c</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 7.2.3.a 7.2.3.c, 8.2.2.b, 8.2.3.a 8.2.3.c</p> <p>Math Practices</p> <p>1-7</p>
<p>Session Six: Open for Business!</p> <p>Students explore essential customer service and sales skills to use while their pop-up store is operating. They review and finalize all logistics necessary to launch and open the store.</p> <p>Students will:</p> <ul style="list-style-type: none"> Select appropriate sales strategies to use while interacting with customers during pop-up store sales. Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals. Assist others in empathizing with charitable causes that are personally meaningful. Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule. 	<p>Standard 5. Personal Financial Literacy</p> <p>6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.a. Explain the role of buyers and sellers in product, labor, and financial markets.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> Make connections between information gathered and personal experiences to apply and/or test solutions. (Critical Thinking/Problem Solving) Engage in novel approaches, moves, directions, ideas, and/or perspectives. (Creativity/Innovation) Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Risk Taking) <p>Personal Skills</p> <ul style="list-style-type: none"> Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> Use interpersonal skills to learn and work with individuals from diverse backgrounds. (Collaboration/Teamwork) Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. (Communication) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.2.c, 8.1.1.a 8.1.2.c</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 7.2.3.a 7.2.3.c, 8.2.2.b, 8.2.3.a 8.2.3.c</p> <p>Math Practices</p> <p>1-7</p>

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		<p>Professional Skills</p> <ul style="list-style-type: none"> Develop and utilize basic task and time management strategies effectively. (Task/Time Management) Develop strategies and manage time to effectively meet deadlines. (Productivity/Accountability) 	
<p>Session Seven: Pop-Up Wrap-Up</p> <p>This meeting guides students through the final tasks necessary to close the pop-up business, reconcile the finances, and determine the business’s final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Students deliver the pop-up store’s proceeds to their charitable recipient and celebrate their accomplishments.</p> <p>Students will:</p> <ul style="list-style-type: none"> Complete the tasks to calculate final sales and profit and close out the business. Identify meaningful ways to contribute proceeds to a worthy cause. Analyze final sales information and compare it to the pop-up business’s initial profit goal. Assess company and personal goals to determine successes and areas for improvement. 	<p>Standard 5. Personal Financial Literacy</p> <p>6.5.1. Investigate the role of consumers and businesses within the Western Hemisphere.</p> <p>6.5.1.a. Explain the role of buyers and sellers in product, labor, and financial markets.</p>	<p>Entrepreneurial Skills</p> <ul style="list-style-type: none"> “Interpret information and draw conclusions based on the best analysis.” (Critical Thinking/Problem Solving) <p>Personal Skills</p> <ul style="list-style-type: none"> Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. (Self-Awareness) Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Initiative/Self-Direction) <p>Civic/Interpersonal Skills</p> <ul style="list-style-type: none"> “Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” (Collaboration/Teamwork) <p>Professional Skills</p> <ul style="list-style-type: none"> Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Task/Time Management) Set goals and develop strategies to remain focused on learning goals. (Perseverance/Resilience) 	<p>Standard 1: Oral Expression and Listening</p> <p>6.1.1.a, 6.1.1.b, 6.1.2.c 7.1.1.a, 7.1.2.c, 8.1.1.a 8.1.2.c</p> <p>Standard 2: Reading for All Purposes</p> <p>6.2.2.b, 6.2.2.c, 6.2.3.a 6.2.3.c, 7.2.2.b, 7.2.3.a 7.2.3.c, 8.2.2.b, 8.2.3.a 8.2.3.c</p> <p>Math Practices</p> <p>1-7</p>