

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



Updated January 2025

[Minnesota English Language Arts 2020](#)

[Minnesota K-12 Academic Standards in Social Studies 2021](#)

[Guideposts for Success 2.0](#)

[Minnesota K-12 Academic Standards in Mathematics 2022](#)

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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 2021 Minnesota K-12 Social Studies Standards and 21st Century Skills, as well as the Common Core State Standards in English/Language Arts and Mathematics. Alternate delivery methods, such as student self-guided, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

JA Middle Grades Classroom Learning Experiences

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

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

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

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

[JA Inspire](#)[®] [Entry](#) event (in-person, virtual, or both) provides students a powerful way to learn about real-world career opportunities and their local economy by bringing together the business community and local schools. (Grades 6-8)

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

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

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

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

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

JA Economics for Success

| Session Descriptions | 2021 Minnesota Social Studies Standards | Guideposts for Success | Minnesota ELA and Math |
|---|--|---|---|
| <p>My Career Exploration Students explore the 16 career clusters and identify the clusters they find interesting. They learn that if they start career planning early, they will have the most choices available to them and the best opportunity to succeed in a career that matches their values, skills, and interests.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the career clusters and their related careers. Apply values, skills, and interests to the career clusters. | <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires Self-exploration skills that enable youth to identify interests, skills, and values Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> |
| <p>Getting to Know Me Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions. Discuss the importance of a personal brand statement. Recognize that self-knowledge is needed to work effectively with others. | <p>NA</p> | <ul style="list-style-type: none"> Self-exploration skills that enable youth to identify interests, skills, and values Self-determination skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviors Agency or the ability to make choices about and take an active role in one's life path Interpersonal skills Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.1.1 6.2.2.1 6.2.7.1 6.3.1.3 7.2.1.1 7.2.2.1 7.2.7.1 7.3.1.3 8.2.1.1 8.2.2.1 8.2.7.1 8.3.1.3</p> |

JA Economics for Success

| Session Descriptions | 2021 Minnesota Social Studies Standards | Guideposts for Success | Minnesota ELA and Math |
|---|--|---|---|
| <p>My Career Goals</p> <p>Students recognize that the choices they make will affect their education, career, and financial security. Students learn the value of self-efficacy in achieving their goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the connections between your choices and your education, personal finances, and career paths. Create short- and long-term goals. Identify character traits that can help you overcome obstacles. | <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> | <ul style="list-style-type: none"> Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences Ability to make informed choices about their long-term career interests and the corresponding secondary and postsecondary coursework and industry-recognized credentials necessary to pursue these interests Career-specific work skills and knowledge as well as employability or “soft” skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.1.1 6.2.1.3 6.2.2.1 6.2.7.1 7.2.1.1 7.2.1.3 7.2.2.1 7.2.7.1 8.2.1.1 8.2.1.3 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> |
| <p>My Transferable Skills</p> <p>Students recognize that skills they learn now will be useful in both their personal life and their future career. They learn about the digital skills needed to work remotely.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize appropriate skills for the workplace. Identify transferable skills and their importance. Recognize the importance of having digital skills and using professional digital tools and programs. | <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> Self-exploration skills that enable youth to identify interests, skills, and values Ability to make informed choices about their long-term career interests and the corresponding secondary and postsecondary coursework and industry-recognized credentials necessary to pursue these interests Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> |

JA Economics for Success

| Session Descriptions | 2021 Minnesota Social Studies Standards | Guideposts for Success | Minnesota ELA and Math |
|--|--|--|---|
| <p>My Income and Expenses</p> <p>Students explore the importance of earning enough income to pay for expenses, including savings and common deductions.</p> <p>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>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills Self-efficacy or belief in one’s capabilities Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors Agency or the ability to make choices about and take an active role in one’s life path Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> <p>Math 6.3.5.1 6.3.5.7 6.3.5.9 6.3.5.10 6.3.6.2</p> |
| <p>Planning for My Future Income</p> <p>Students explore the role work plays in living independently. They gain financial knowledge about the costs of living on their own. They consider the role of career choices and the costs of goods and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the financial considerations of possibly living independently and the importance of choosing work that can earn enough to pay for expenses. (WCR) Examine the true costs of goods and services. (FL) | <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills Self-efficacy or belief in one’s capabilities Self-determination skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviors Agency or the ability to make choices about and take an active role in one’s life path Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> <p>Math 6.3.5.1 6.3.5.7 6.3.5.9 6.3.5.10 6.3.6.2</p> |

JA Economics for Success

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|---|--|--|--|
| <p>Managing My Money</p> <p>Students recognize the importance of managing money. They learn how to keep a budget and make decisions about spending.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define a budget and its importance. Express the need to say “no” to some short-term spending to save for more important items in the future and to plan for emergencies. Practice budgeting skills using income that can be earned while still in school. | <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> Self-efficacy or belief in one’s capabilities Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors Agency or the ability to make choices about and take an active role in one’s life path Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> <p>Math 6.3.5.1 6.3.5.9</p> |
| <p>Paying for My Wants and Needs</p> <p>Students learn to make better choices related to credit. They learn about different ways of paying for goods and services, and the advantages and drawbacks of each.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe ways to pay for everyday goods and services. Identify the differences between debit (paying now) and credit (paying in the future, plus interest). | <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> Agency or the ability to make choices about and take an active role in one’s life path Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> <p>Math 6.3.5.7 6.3.5.9 6.3.6.2</p> |
| <p>My Credit and Spending</p> <p>Students prepare to use credit. They learn about healthy spending habits and the importance of building a good credit score.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain who looks at your credit report and why. Describe how financial decisions can improve a credit report. Identify spending habits that are financially responsible. | <p>7.2.9.1 Apply reasoned decision-making techniques[, using primary sources]. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> Self-efficacy or belief in one’s capabilities Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors Agency or the ability to make choices about and take an active role in one’s life path Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> <p>Math 6.3.5.9</p> |

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|--|---|--|--|
| <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>7.2.7.1 Using cost-benefit analysis, analyze the opportunity cost of a decision [made in U.S. history during times of war].</p> <p>7.2.9.1 Apply reasoned decision-making techniques[, using primary sources]. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> Self-efficacy or belief in one’s capabilities Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors Agency or the ability to make choices about and take an active role in one’s life path Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> <p>Math 6.3.5.9</p> |

JA Global Marketplace

| Session Details | 2021 Minnesota Social Studies Standards | Guides for Success 2.0 | Minnesota ELA and Math |
|---|--|--|---|
| <p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify what a business gains from an exchange with a customer. ● Identify what a customer gains from an exchange with a business. ● Define ethics and ethical dilemma (Deeper Look). ● Identify the stakeholders of a business. ● Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look). | <p>6.2.11.1 Describe the movement of goods and services, resources and money through markets at the community, national and global level.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> ● Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> |
| <p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences to meet customers' needs and make a profit in different countries.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify business-related, cultural differences throughout the world. ● Explain the need for international businesses to consider their customers' cultural differences to provide for the customer and make a profit. ● Identify cultural differences throughout the world that affect social interaction and communication. | <p>6.2.11.1 Describe the movement of goods and services, resources and money through markets at the community, national and global level.</p> <p>6.2.12.1 Explain why companies might move production to other states or countries.</p> <p>6.5.23.1 Identify and explain how discrimination based on race, gender, economic, ableism, and social group identity affects the history, health, growth, and/or current experiences of residents of Minnesota.</p> <p>7.1.1.1 Participate in civil discourse on issues in the contemporary United States and evaluate arguments including identifying pros and cons.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> <p>8.1.1.1 Participate in civil discourse on contemporary global issues in the world and evaluate arguments including identifying pros and cons.</p> <p>8.2.12.1 Explain how global trade helps people and countries obtain goods and services they couldn't produce themselves.</p> | <ul style="list-style-type: none"> ● Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 6.3.3.2 7.3.1.3 7.3.3.2 8.3.1.3 8.3.3.2</p> |

JA Global Marketplace

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|--|--|--|--|
| <p>Session Three: Global Trade</p> <p>Students learn that businesses trade to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade and participate in a global trade game.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify reasons why countries trade. ● Demonstrate that countries benefit more from trade than from trying to meet all their own needs. ● Apply key terms related to trade. ● Describe how improvements in technology can influence international trade. | <p>6.2.11.1 Describe the movement of goods and services, resources and money through markets at the community, national and global level.</p> <p>6.2.12.1 Explain why companies might move production to other states or countries.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> <p>7.2.12.1 Distinguish between groups that benefit and that are hurt by a specific trade policy.</p> <p>8.2.12.1 Explain how global trade helps people and countries obtain goods and services they could not produce (or produce affordably) for themselves.</p> | <ul style="list-style-type: none"> ● Interpersonal skills ● Critical thinking skills | <p>Reading</p> <p>6.1.2.2</p> <p>7.1.2.2</p> <p>8.1.2.2</p> <p>Writing</p> <p>6.2.2.1</p> <p>7.2.2.1</p> <p>8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.3</p> <p>7.3.1.3</p> <p>8.3.1.3</p> |
| <p>Session Four: Why Countries Specialize</p> <p>Students learn that businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Define specialization. ● Analyze examples of international trade to explain why modern countries cannot provide for all their wants and needs. ● Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country. | <p>6.2.11.1 Describe the movement of goods and services, resources and money through markets at the community, national and global level.</p> <p>6.2.12.1 Explain why companies might move production to other states or countries.</p> <p>6.3.13.2 Use geographic tools to support a claim with evidence and explain reasoning to address a spatial problem [within Minnesota].</p> <p>7.2.8.1 Explain different ways that goods and services can be allocated when scarcity exists.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> <p>8.2.12.1 Explain how global trade helps people and countries obtain goods and services they couldn't produce themselves.</p> | <ul style="list-style-type: none"> ● Critical thinking skills | <p>Reading</p> <p>6.1.2.2</p> <p>7.1.2.2</p> <p>8.1.2.2</p> <p>Writing</p> <p>6.2.2.1</p> <p>7.2.2.1</p> <p>8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.3</p> <p>7.3.1.3</p> <p>8.3.1.3</p> <p>Math</p> <p>6.3.5.1</p> <p>6.3.5.7</p> <p>6.3.5.9</p> |

JA Global Marketplace

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|--|--|--|---|
| <p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify examples of trade barriers. ● Analyze the consequences of trade barriers on businesses, employees, and customers. ● Explain why balance of trade matters to businesses, customers, and employees. | <p>6.2.11.1 Describe the movement of goods and services, resources and money through markets at the community, national and global level.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> <p>7.2.12.1 Distinguish between groups that benefit and that are hurt by a specific trade policy.</p> <p>8.1.1.1 Participate in civil discourse on contemporary global issues in the world and evaluate arguments including identifying pros and cons.</p> <p>8.2.12.1 Explain how global trade helps people and countries obtain goods and services they could not produce (or produce affordably) for themselves.</p> | <ul style="list-style-type: none"> ● Interpersonal skills ● Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.2 6.3.1.3 6.3.3.1 7.3.1.2 7.3.1.3 7.3.3.1 8.3.1.2 8.3.1.3 8.3.3.1</p> |
| <p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Define currency and exchange rate. ● Recognize that different countries have different forms of currency. ● Recognize that each currency has a different value, which is determined through a variable exchange rate. | <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> <p>8.2.12.1 Explain how global trade helps people and countries obtain goods and services they could not produce (or produce affordably) for themselves.</p> | <ul style="list-style-type: none"> ● Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> <p>Math 6.3.5.7 6.3.5.9 6.3.5.10 6.3.6.2</p> |

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| Session Details | 2021 Minnesota Social Studies Standards | Guides for Success 2.0 | Minnesota ELA and Math |
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| <p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe how businesses can use modern technology and communication tools to locate highly qualified employees at the most advantageous wages. ● Express specific steps that would need to be taken to obtain work in another country. ● Recognize the value of a second language for future job opportunities. | <p>6.1.1.1 Analyze a [state or local policy] issue by identifying and examining opposing positions from diverse perspectives and frames of reference, [interpreting and applying graphic data,] determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.</p> <p>6.2.11.1 Describe the movement of goods and services, resources and money through markets at the community, national and global level.</p> <p>6.2.12.1 Explain why companies might move production to other states or countries.</p> <p>6.5.23.1 Identify and explain how discrimination based on race, gender, economic, ableism, and social group identity affects the history, health, growth, and/or current experiences of residents of Minnesota.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> <p>8.2.12.1 Explain how global trade helps people and countries obtain goods and services they could not produce (or produce affordably) for themselves.</p> | <ul style="list-style-type: none"> ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences ● Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills ● Interpersonal skills ● Critical thinking skills | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.2 6.3.1.3 6.3.3.2 7.3.1.2 7.3.1.3 7.3.3.2 8.3.1.2 8.3.1.3 8.3.3.2</p> |

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| <p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, and then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Define entrepreneurship and social entrepreneurship ● Describe the relationship between a business and its products and service ● Identify entrepreneurial characteristics and recognize them, in varying degrees, in themselves | <p>6.2.11.1 Describe the movement of goods and services, resources and money through markets at the community, national and global level.</p> <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> ● Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making ● Self-exploration skills that enable youth to identify interests, skills, and values ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.3 6.3.3.2 7.3.1.3 7.3.3.2 8.3.1.3 8.3.3.2</p> |
| <p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Define market and need ● Explain the importance of identifying market and need when developing new product or service ideas | <p>6.2.11.1 Describe the movement of goods and services, resources and money through markets at the community, national and global level.</p> <p>7.2.8.1 Explain different ways that goods and services can be allocated when scarcity exists.</p> <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> ● Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making ● Interpersonal skills ● Critical thinking skills | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.3 6.3.3.2 7.3.1.3 7.3.3.2 8.3.1.3 8.3.3.2</p> |

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| <p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation and examine cutting-edge products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain innovation and recognize it as a necessary entrepreneurial skill when starting a business ● Participate in creative idea generation, from brainstorming to defending and selecting an idea | <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> ● Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences ● Interpersonal skills ● Critical thinking skills | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.3 6.3.3.2 7.3.1.3 7.3.3.2 8.3.1.3 8.3.3.2</p> |
| <p>Session Four: Design and Prototype</p> <p>Students learn about product design and the prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Represent a product idea and its features by using rough sketches and drawings ● Recognize sketches as an important first step in the prototype process | <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> ● Ability to perform academically at or above proficiency for grade level ● Skills and knowledge needed to effectively use technology for a variety of purposes, including test-taking, online classes, organization, time management, or performing tasks in one's field of study or career path ● Career-specific work skills and knowledge as well as employability or "soft" skills such as communication, leadership, decision-making, and conflict management skills | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.3 6.3.3.2 7.3.1.3 7.3.3.2 8.3.1.3 8.3.3.2</p> |

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| <p>Session Five: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback, and then practice developing survey questions in groups.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process ▪ Describe multiple types of survey questions | <p>6.1.1.1 Analyze a [state or local policy] issue by [identifying and examining opposing positions from diverse perspectives and frames of reference,] interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence[, and developing strategies to persuade others to adopt this position].</p> | <ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Interpersonal skills • Critical thinking skills | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.1.1 6.2.1.3 6.2.2.1 6.2.7.1 7.2.1.1 7.2.1.3 7.2.2.1 7.2.7.1 8.2.1.1 8.2.1.3 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.3 6.3.3.2 7.3.1.3 7.3.3.2 8.3.1.3 8.3.3.2</p> |

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| <p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups will pitch their product idea to guest judge(s) who will award teams with ceremonial startup funds.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe the elements that make a strong pitch presentation ● Work together to create and deliver a product pitch for potential funding | <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> ● Ability to perform academically at or above proficiency for grade level ● Self-efficacy or belief in one's capabilities ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviors ● Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership ● Ability to manage financial resources effectively | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.1.1 6.2.1.3 6.2.2.1 6.2.3.2 7.2.1.1 7.2.1.3 7.2.2.1 7.2.3.2 8.2.1.1 8.2.1.3 8.2.2.1 8.2.3.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.2 6.3.1.3 6.3.2.1 6.3.3.2 7.3.1.2 7.3.1.3 7.3.2.1 7.3.3.2 8.3.1.2 8.3.1.3 8.3.2.1 8.3.3.2</p> |

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| <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:</p> <p>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 virtual can contribute to their purpose. | <p>NA</p> | <ul style="list-style-type: none"> ● Self-exploration skills that enable youth to identify interests, skills, and values ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviors ● Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.2 6.3.3.1 7.3.1.2 7.3.3.1 8.3.1.2 8.3.3.1</p> |
| <p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to 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:</p> <p>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>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.</p> | <ul style="list-style-type: none"> ● Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires ● Self-exploration skills that enable youth to identify interests, skills, and values ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.2 7.3.1.2 8.3.1.2</p> |

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| <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:</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify specific careers that are forecast to have high- growth rates Consider a variety of factors when selecting a career | <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> | <ul style="list-style-type: none"> Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires Self-exploration skills that enable youth to identify interests, skills, and values Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences Ability to make informed choices about their long-term career interests and the corresponding secondary and postsecondary coursework and industry-recognized credentials necessary to pursue these interests | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.2 6.3.3.1 7.3.1.2 7.3.3.1 8.3.1.2 8.3.3.1</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:</p> <p>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>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills Career planning and management skills, including academic planning, decision making related to postsecondary pathways, career readiness skills, job search skills, and financial literacy | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.2 7.3.1.2 8.3.1.2</p> |

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| <p>Session Five: On the Hunt</p> <p>Students are introduced to looking, applying, and interviewing for a job. They play a game to identify two truths and a myth about the job search process. They learn interview skills, how to create a resume, and the importance of volunteering when preparing for the world of work.</p> <p>Objectives:</p> <p>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>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.</p> | <ul style="list-style-type: none"> Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires Self-exploration skills that enable youth to identify interests, skills, and values Self-efficacy or belief in one's capabilities Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors Agency or the ability to make choices about and take an active role in one's life path | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.1.1 6.2.1.3 6.2.2.1 6.2.3.2 7.2.1.1 7.2.1.3 7.2.2.1 7.2.3.2 8.2.1.1 8.2.1.3 8.2.2.1 8.2.3.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.3 7.3.1.3 8.3.1.3</p> |
| <p>Session Six: Soft Skills</p> <p>Students learn why soft skills are essential to 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:</p> <p>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>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.</p> <p>7.1.1.1 Participate in civil discourse on issues in the contemporary United States and evaluate arguments including identifying pros and cons.</p> | <ul style="list-style-type: none"> Career-specific work skills and knowledge as well as employability or "soft" skills such as communication, leadership, decision-making, and conflict management skills Self-efficacy or belief in one's capabilities Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors Agency or the ability to make choices about and take an active role in one's life path Critical thinking skills | <p>Reading</p> <p>6.1.2.2 6.1.4.1 7.1.2.2 7.1.4.1 8.1.2.2 8.1.4.1</p> <p>Writing</p> <p>6.2.2.1 6.2.4.1 7.2.2.1 7.2.4.1 8.2.2.1 8.2.4.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.2 6.3.3.1 7.3.1.2 7.3.3.1 8.3.1.2 8.3.3.1</p> |

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| <p>Session One: Career Interests and Your Path</p> <p>Students understand 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:</p> <p>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>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.</p> | <ul style="list-style-type: none"> ● Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires ● Self-exploration skills that enable youth to identify interests, skills, and values ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences ● Critical thinking skills | <p>Reading</p> <p>6.1.2.1 6.1.2.2 7.1.2.1 7.1.2.2 8.1.2.1 8.1.2.2</p> <p>Writing</p> <p>6.2.7.1 7.2.7.1 8.2.7.1</p> |
| <p>Session Two: Career Planning and Your Path</p> <p>Students are introduced to career clusters and focus on those tied to the results of their Career Interest Inventory. They watch the second in a series of <i>JA Inspire</i> videos on career planning. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in this fields.</p> <p>Objectives:</p> <p>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>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> ● Self-efficacy or belief in one's capabilities ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors ● Agency or the ability to make choices about and take an active role in one's life path ● Critical thinking skills | <p>Reading</p> <p>6.1.2.1 6.1.2.2 7.1.2.1 7.1.2.2 8.1.2.1 8.1.2.2</p> <p>Writing</p> <p>6.2.7.1 7.2.7.1 8.2.7.1</p> |

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| <p>Session Three: Preparing to Meet Your Future</p> <p>Students learn how awareness of their values, skills, and interests helps guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest.</p> <p>Objectives:</p> <p>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>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> | <ul style="list-style-type: none"> ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors ● Agency or the ability to make choices about and take an active role in one's life path ● Critical thinking skills | <p>Reading</p> <p>6.1.2.1 6.1.2.2 7.1.2.1 7.1.2.2 8.1.2.1 8.1.2.2</p> <p>Writing</p> <p>6.2.7.1 7.2.7.1 8.2.7.1</p> |
| <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:</p> <p>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>6.2.11.2 Explain how people living in a community are impacted by government policies regarding land use. Investigate how communities are impacted when consumers have or do not have opportunities to work, shop, eat and connect with one another locally, helping the community build assets.</p> <p>7.1.1.1 Participate in civil discourse on issues in the contemporary United States and evaluate arguments including identifying pros and cons.</p> | <ul style="list-style-type: none"> ● Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors ● Agency or the ability to make choices about and take an active role in one's life path ● Critical thinking skills ● Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership (partial) ● Leadership skills and initiative | <p>Reading</p> <p>6.1.2.1 6.1.2.2 6.1.9.1 7.1.2.1 7.1.2.2 7.1.9.1 8.1.2.1 8.1.2.2 8.1.9.1</p> |

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| <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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify relevant <i>JA Inspire</i> speakers and webinars to attend. ● Note facts about the speakers and topics of webinars they will attend. ● Develop questions to consider when watching the speakers and webinars. | <p>7.1.1.1 Participate in civil discourse on issues in the contemporary United States and evaluate arguments including identifying pros and cons.</p> | <ul style="list-style-type: none"> ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences | <p>Reading</p> <p>6.1.2.1 6.1.2.2 7.1.2.1 7.1.2.2 8.1.2.1 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> |
| <p>Session Five (In-Person Event): Prepare for the JA Inspire Event</p> <p>Students prepare for the in-person <i>JA Inspire</i> event by reviewing logistics o the event day and getting ready to make a good first impression when interacting with company representatives.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Learn the logistics of attending the in-person event. ● Learn how to conduct themselves at the event and receive a Code of Conduct. ● Learn the importance of networking and create an elevator pitch to help them network at the event. ● Prepare questions that they want to ask and practice asking them. ● Express their expectations of the upcoming event. | <p>7.1.1.1 Participate in civil discourse on issues in the contemporary United States and evaluate arguments including identifying pros and cons.</p> | <ul style="list-style-type: none"> ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences | <p>Reading</p> <p>6.1.2.1 6.1.2.2 7.1.2.1 7.1.2.2 8.1.2.1 8.1.2.2</p> <p>Writing</p> <p>6.2.1.1 6.2.1.3 6.2.2.1 6.2.7.1 7.2.1.1 7.2.1.3 7.2.2.1 7.2.7.1 8.2.1.1 8.2.1.3 8.2.2.1 8.2.7.1</p> |

JA Inspire Entry

| Session Descriptions | 2021 Minnesota Social Studies Standards | Guideposts for Success 2.0 | Minnesota ELA and Math |
|---|---|---|--|
| <p>Session Six: Visit the JA Inspire Event</p> <p>Students attend the <i>JA Inspire</i> event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Attend the event. ● Visit exhibits at <i>JA Inspire</i> event. ● (Virtual <i>JA Inspire</i> event only) Attend speeches and webinars. ● (Virtual <i>JA Inspire</i> event only) Complete the What I Learned section of the chart from their Learn from the Experts handout. ● (In-Person <i>JA Inspire</i> event only) Engage with exhibitors and document what they learn. | <p>7.1.1.1 Participate in civil discourse on issues in the contemporary United States and evaluate arguments including identifying pros and cons.</p> | <ul style="list-style-type: none"> ● Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors ● Agency or the ability to make choices about and take an active role in one’s life path ● Critical thinking skills ● Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership (partial) ● Leadership skills and initiative | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.2 6.3.1.3 6.3.2.1 7.3.1.2 7.3.1.3 7.3.2.1 8.3.1.2 8.3.1.3 8.3.2.1</p> |

JA Inspire Entry

| Session Descriptions | 2021 Minnesota Social Studies Standards | Guideposts for Success 2.0 | Minnesota ELA and Math |
|--|---|---|---|
| <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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Evaluate personal goals and priorities based on their experiences in the <i>JA Inspire</i> program. ● Identify next steps, including exploration of high school coursework and other research. | <p>6.1.1.1 Analyze a [state or local policy] issue by identifying and examining opposing positions from diverse perspectives and frames of reference, [interpreting and applying graphic data,] determining conflicting values and beliefs, defending and justifying a position with evidence[, and developing strategies to persuade others to adopt this position].</p> <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> | <ul style="list-style-type: none"> ● Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires ● Ability to make informed choices about their long-term career interests and the corresponding secondary and postsecondary coursework and industry-recognized credentials necessary to pursue these interests ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors ● Agency or the ability to make choices about and take an active role in one’s life path ● Critical thinking skills | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> |

JA Career Exploration Fair

| Session Descriptions | 2021 Minnesota Social Studies Standards | Guideposts for Success 2.0 | Minnesota ELA and Math |
|---|---|---|--|
| <p>Pre-Fair Session: What Sets You Apart?</p> <p>Students reflect on their abilities, interests, and values as they consider future career choices.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Define careers. ● Differentiate between abilities (skills) and values. ● Identify their personal characteristics. | <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> | <ul style="list-style-type: none"> ● Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires ● Self-exploration skills that enable youth to identify interests, skills, and values ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences | <p>Reading</p> <p>6.1.2.1 6.1.2.2 7.1.2.1 7.1.2.2 8.1.2.1 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> |
| <p>The Day of the Fair</p> <p>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Complete one pre-fair activity (teacher-led) (optional). ● Express how jobs require specific interests and skills. ● Complete one post-fair activity (teacher-led) (optional). ● Complete a student evaluation, if requested. | <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> | <ul style="list-style-type: none"> ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences ● Interpersonal skills ● Critical thinking skills | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.2 6.3.2.1 7.3.1.2 7.3.2.1 8.3.1.2 8.3.2.1</p> |

JA Career Exploration Fair

| Session Descriptions | 2021 Minnesota Social Studies Standards | Guideposts for Success 2.0 | Minnesota ELA and Math |
|--|---|---|---|
| <p>Post-Fair Session</p> <p>Students reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify a future career goal. ● Create a personal action plan. | <p>6.1.1.1 Analyze a [state or local policy] issue by identifying and examining opposing positions from diverse perspectives and frames of reference, [interpreting and applying graphic data,] determining conflicting values and beliefs, defending and justifying a position with evidence[, and developing strategies to persuade others to adopt this position].</p> <p>6.2.9.1 Describe various types of income. Explain the role that the development of human capital plays in determining one’s income. Create a budget based on a given monthly income.</p> | <ul style="list-style-type: none"> ● Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires ● Ability to make informed choices about their long-term career interests and the corresponding secondary and postsecondary coursework and industry-recognized credentials necessary to pursue these interests ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors ● Agency or the ability to make choices about and take an active role in one’s life path ● Critical thinking skills | <p>Reading</p> <p>6.1.2.1 6.1.2.2 6.1.9.1 7.1.2.1 7.1.2.2 7.1.9.1 8.1.2.1 8.1.2.2 8.1.9.1</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> |

JA Career Speaker Series

| Session Descriptions | Guideposts for Success 2.0 | Minnesota ELA and Math |
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| <p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify skills and interests. ● Recognize Career Clusters ● Recall future high-demand occupations | <ul style="list-style-type: none"> ● Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires ● Critical thinking skills | <p>Reading</p> <p>6.1.2.1 6.1.2.2 6.1.9.1 7.1.2.1 7.1.2.2 7.1.9.1 8.1.2.1 8.1.2.2 8.1.9.1</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</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:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Practice active listening skills. ● Equate job responsibilities with skills and interests | <ul style="list-style-type: none"> ● Career exploration skills that enable youth to identify how various career options match their interests, skills, and work preferences ● Agency or the ability to make choices about and take an active role in one’s life path ● Interpersonal skills ● Critical thinking skills | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.2 6.3.2.1 7.3.1.2 7.3.2.1 8.3.1.2 8.3.2.1</p> |

JA Career Speaker Series

| Session Descriptions | Guideposts for Success 2.0 | Minnesota ELA and Math |
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| <p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Recognize Career Clusters | <ul style="list-style-type: none"> ● Agency or the ability to make choices about and take an active role in one's life path ● Critical thinking skills | <p>Reading</p> <p>6.1.2.1 6.1.2.2 6.1.9.1 7.1.2.1 7.1.2.2 7.1.9.1 8.1.2.1 8.1.2.2 8.1.9.1</p> <p>Writing</p> <p>6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> |

JA Excellence through Ethics

| Session Descriptions | Guideposts for Success 2.0 | Minnesota ELA and Math |
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| <p>Day of the Visit</p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Define ethics, ethical dilemma, values, core values, and interdependence. ● Articulate how one's core values affects one's choices. ● Articulate and identify the steps necessary to make ethical decisions. ● Recognize that individual ethics affect the greater community. | <ul style="list-style-type: none"> ● Agency or the ability to make choices about and take an active role in one's life path ● Critical thinking skills ● Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership ● Leadership skills and initiative | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.2 6.3.2.1 7.3.1.2 7.3.2.1 8.3.1.2 8.3.2.1</p> |
| <p>Reflection Activity</p> <p>Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Apply key terms and concepts used in the volunteer-led activities. ● Use intentional, ethical decision-making skills to consider outcomes and consequences of choices. ● Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. | <ul style="list-style-type: none"> ● Agency or the ability to make choices about and take an active role in one's life path ● Interpersonal skills ● Critical thinking skills ● Self-advocacy skills including knowledge of self, knowledge of civil rights, communication, and leadership ● Leadership skills and initiative | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.2 6.3.2.1 7.3.1.2 7.3.2.1 8.3.1.2 8.3.2.1</p> |

JA It's My Job

| Session Descriptions | Guideposts for Success 2.0 | Minnesota ELA and Math |
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| <p>Cell Phones in the Workplace</p> <p>Students develop an understanding of appropriate communication methods to ensure workplace success, focusing on using cell phones in the workplace.</p> <p>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. | <ul style="list-style-type: none"> ● Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.1.1 6.2.2.1 6.2.3.2 7.2.1.1 7.2.2.1 7.2.3.2 8.2.1.1 8.2.2.1 8.2.3.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 6.3.2.1 7.3.1.3 7.3.2.1 8.3.1.3 8.3.2.1</p> |
| <p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Recognize the importance of manners as an element of professionalism. ● Identify language and style appropriate for the workplace. | <ul style="list-style-type: none"> ● Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.1.1 6.2.2.1 6.2.3.2 7.2.1.1 7.2.2.1 7.2.3.2 8.2.1.1 8.2.2.1 8.2.3.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 6.3.2.1 7.3.1.3 7.3.2.1 8.3.1.3 8.3.2.1</p> |

JA It's My Job

| Session Descriptions | Guideposts for Success 2.0 | Minnesota ELA and Math |
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| <p>Interviewing for a Job</p> <p>Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.</p> <p>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. | <ul style="list-style-type: none"> ● Self-exploration skills that enable youth to identify interests, skills, and values ● Self-efficacy or belief in one’s capabilities ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors ● Agency or the ability to make choices about and take an active role in one’s life path | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.1.1 6.2.2.1 6.2.3.1 6.2.3.2 7.2.1.1 7.2.2.1 7.2.3.1 7.2.3.2 8.2.1.1 8.2.2.1 8.2.3.1 8.2.3.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 6.3.2.1 7.3.1.3 7.3.2.1 8.3.1.3 8.3.2.1</p> |
| <p>Applications and Resumes</p> <p>Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify information necessary for a job application. ● Recognize key features and formatting of resumes. ● Use appropriate language for a resume. | <ul style="list-style-type: none"> ● Understanding of the role that employment plays in economic self-sufficiency and the motivation to build skills, explore careers, and seek employment to live the life a youth desires ● Self-exploration skills that enable youth to identify interests, skills, and values ● Self-efficacy or belief in one’s capabilities ● Self-determination skills, knowledge, and beliefs that enable a person to engage in goal directed, self-regulated, autonomous behaviors ● Agency or the ability to make choices about and take an active role in one’s life path | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.1.1 6.2.2.1 6.2.3.1 6.2.3.2 7.2.1.1 7.2.2.1 7.2.3.1 7.2.3.2 8.2.1.1 8.2.2.1 8.2.3.1 8.2.3.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> |

JA It's My Job

| Session Descriptions | Guideposts for Success 2.0 | Minnesota ELA and Math |
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| <p>Workplace Communication</p> <p>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</p> <p>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. | <ul style="list-style-type: none"> ● Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills ● Interpersonal skills ● Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.1.1 6.2.2.1 6.2.3.2 7.2.1.1 7.2.2.1 7.2.3.2 8.2.1.1 8.2.2.1 8.2.3.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 6.3.2.1 7.3.1.3 7.3.2.1 8.3.1.3 8.3.2.1</p> |
| <p>Workplace Writing</p> <p>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>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. | <ul style="list-style-type: none"> ● Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.1.1 6.2.1.3 6.2.2.1 6.2.3.1 6.2.3.2 7.2.1.1 7.2.1.3 7.2.2.1 7.2.3.1 7.2.3.2 8.2.1.1 8.2.2.1 8.2.3.1 8.2.3.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 6.3.2.1 7.3.1.3 7.3.2.1 8.3.1.3 8.3.2.1</p> |

JA Company Program Pop Up

| Session Descriptions | 2021 Minnesota Social Studies Standards | Guideposts for Success 2.0 | Minnesota ELA and Math |
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| <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>6.2.11.1 Describe the movement of goods and services, resources and money through markets at the community, national and global level.</p> <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> ● Self-exploration skills that enable youth to identify interests, skills, and values ● Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making ● Interpersonal skills | <p>Reading</p> <p>6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing</p> <p>6.2.2.1 6.2.3.2 7.2.2.1 7.2.3.2 8.2.2.1 8.2.3.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas</p> <p>6.3.1.3 7.3.1.3 8.3.1.3</p> |

JA Company Program Pop Up

| Session Descriptions | 2021 Minnesota Social Studies Standards | Guideposts for Success 2.0 | Minnesota ELA and Math |
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| <p>Session Two: Doing the Research</p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers’ needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify the elements of the profit equation and understand how to calculate profit. ● Explain what a target audience is. ● Recognize the importance of the customers’ wants and needs related to the business’s goals. ● Identify appropriate market research techniques to use when collecting information. | <p>6.1.1.1 Analyze a [state or local policy] issue by identifying and examining opposing positions from diverse perspectives and frames of reference, interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.</p> <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> ● Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making ● Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills ● Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.1.1 6.2.2.1 6.2.3.1 6.2.3.2 6.2.7.1 6.2.7.2 7.2.1.1 7.2.2.1 7.2.3.1 7.2.3.2 7.2.7.1 7.2.7.2 8.2.1.1 8.2.2.1 8.2.3.1 8.2.3.2 8.2.7.1 8.2.7.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 7.3.1.3 8.3.1.3</p> <p>Math 6.3.5.9</p> |

JA Company Program Pop Up

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| <p>Session Three: Defining the Pop-Up Structure</p> <p>During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze market research data to make planning decisions about the pop-up business to maximize sales. Describe the different roles and responsibilities necessary to organize and run a pop-up business. Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team. Draft a timeline of tasks and associated due dates needed to meet the company's goals. | <p>6.1.1.1 Analyze a [state or local policy] issue by [identifying and examining opposing positions from diverse perspectives and frames of reference,] interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence[, and developing strategies to persuade others to adopt this position].</p> <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills Interpersonal skills Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 6.2.7.1 6.2.7.2 7.2.2.1 7.2.7.1 7.2.7.2 8.2.2.1 8.2.7.1 8.2.7.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.3 6.3.3.1 7.3.1.3 7.3.3.1 8.3.1.3 8.3.3.1</p> <p>Math 6.3.5.9</p> |
| <p>Session Four: The Ps of Pop-Up</p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business. Recognize that people want to be able to connect emotionally with 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. Design an optimal layout for a pop-up | <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills Interpersonal skills Critical thinking skills | <p>Reading 6.1.2.1 6.1.2.2 7.1.2.1 7.1.2.2 8.1.2.1 8.1.2.2</p> <p>Writing 6.2.2.1 6.2.7.2 7.2.2.1 7.2.7.2 8.2.2.1 8.2.7.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.3.1 7.3.3.1 8.3.3.1</p> <p>Math 6.3.5.9</p> |

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| business that will maximize sales. | | | |
| <p>Session Five: Creating the Buzz</p> <p>This meeting focuses on selecting a price for the product or service, as well as promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will determine how to promote their business and will work on tasks for advertising.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal. • Design promotional strategies and materials to attract interest in the pop-up business. | <p>7.2.9.1 Apply reasoned decision-making techniques, using primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.</p> <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills • Interpersonal skills • Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 6.2.7.2 7.2.2.1 7.2.7.2 8.2.2.1 8.2.7.2</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.3.1 7.3.3.1 8.3.3.1</p> <p>Math 6.3.5.9</p> |

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| <p>Session Six: Open for Business!</p> <p>In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operating. Additionally, they review and finalize all logistics necessary to launch and open the store.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Select appropriate sales strategies to use while interacting with customers during pop-up store sales. • Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals. • Assist others in empathizing with charitable causes that are personally meaningful. • Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule. | <p>7.2.8.1 Explain different ways that goods and services can be allocated when scarcity exists.</p> <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills • Interpersonal skills • Critical thinking skills • Leadership skills and initiative | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 7.2.2.1 8.2.2.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.3.1 7.3.3.1 8.3.3.1</p> <p>Math 6.3.5.9</p> |
| <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 test practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store’s proceeds to their charitable recipient and celebrate their accomplishments.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Complete the tasks to calculate final sales and profit and close out the business. • Identify meaningful ways to contribute proceeds to a worthy cause. • Analyze final sales information and compare it to the pop-up business’s initial profit goal. • Assess company and personal goals to determine successes and areas for improvement. | <p>7.2.10.1 Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.</p> | <ul style="list-style-type: none"> • Social and emotional skills including self-awareness, self-management, social awareness, relationship skills, problem solving, conflict resolution, and responsible decision-making • Career-specific work skills and knowledge as well as employability or “soft” skills such as communication, leadership, decision-making, and conflict management skills • Interpersonal skills • Critical thinking skills | <p>Reading 6.1.2.2 7.1.2.2 8.1.2.2</p> <p>Writing 6.2.2.1 6.2.7.1 7.2.2.1 7.2.7.1 8.2.2.1 8.2.7.1</p> <p>Listening, Speaking, Viewing and Exchanging Ideas 6.3.1.2 6.3.3.1 7.3.1.2 7.3.3.1 8.3.1.2 8.3.3.1</p> <p>Math 6.3.5.9</p> |