

JA Economics for Success

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



Updated September 2025

Kentucky Academic Standards for [Career Studies and Financial Literacy](#)

Kentucky Academic Standards for [Mathematics](#)

Kentucky Academic Standards for [Reading and Writing](#)

Kentucky Academic Standards for [Social Studies](#)

Junior Achievement USA

12320 Oracle Blvd.

Ste 310

Colorado Springs, CO 80921

<https://jausa.ja.org>

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 Kentucky Social Studies Standards, Career Studies and Personal Finance Standards and Reading, Writing and Mathematics 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® Blended Model](#) introduces middle school students to initial work and career readiness and personal finance concepts through flexible facilitation materials and engaging interactive activities, games, and role plays that support learning objectives.

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

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

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

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

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

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

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

JA Economics for Success

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<p>My Career Exploration</p> <p>Students explore the 16 career clusters and identify the clusters they find interesting. They learn that early career planning results in more choices and opportunities for success in a career that matches their interests, skills, and values.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the career clusters and their related careers. Apply values, skills, and interests to the career clusters. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Exploration C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level.</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>
<p>Getting to Know Me</p> <p>Students better understand their own values, skills, and interests, as well as the importance of applying self-knowledge to future choices. Students use their self-knowledge to develop a word-based personal brand.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply self-knowledge to identify personal values, skills, and interests; set priorities; and make decisions. Discuss the importance of a personal brand statement. Recognize that self-knowledge is needed to work effectively with others. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Exploration C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level.</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Composition C.6.2 C.7.2 C.8.2</p> <p>Language L.6.1 L.6.2 L.6.3 L.6.4 L.7.1 L.7.2 L.7.3 L.8.3 L.7.4 L.8.1 L.8.2 L.7.3 L.8.3 L.8.4</p>

JA Economics for Success

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.5 Apply failure as a learning opportunity.</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Exploration C.M.1 Explain how career choices impact lifestyle.</p> <p>Preparation C.M.8 Create and maintain an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude by relating interests, values and abilities to career choices.</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	<p>NA</p>	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Composition C.6.2 C.7.2 C.8.2</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Economics for Success

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led). ES.M.18 Practice effective conflict resolution strategies with minimal guidance.</p> <p>CAREERS</p> <p>Exploration C.M.1 Explain how career choices impact lifestyle.</p> <p>Preparation C.M.8 Create and maintain an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude by relating interests, values and abilities to career choices. C.M.10 Apply responsible digital citizenship practices (e.g., intellectual property, copyright, online reputation, cyberbullying, digital footprint).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Economics for Success

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<p>My Income and Expenses</p> <p>Students explore the importance of earning enough income to pay for expenses, including savings and common deductions. Students learn how to read a paycheck stub and explore the Pay Yourself First strategy. They also practice solving income and expenses-related problems with positive solutions.</p> <p>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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Exploration C.M.1 Explain how career choices impact lifestyle.</p> <p>FINANCIAL LITERACY</p> <p>Careers, Education, and Income FL.M.1 Develop and manage financial goals for the future based on one's career choice and lifestyle expectations to meet the needs of individuals and families. FL.M.2 Explain how income can be earned (e.g., wages, commission) or unearned (e.g., interest, capital gains). FL.M.3 Explain net income (i.e., wages and salaries minus payroll deductions equal net income or takehome pay).</p> <p>Decision Making & Money Management FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: a. prioritizing financial goals.</p>	<p>ECONOMICS</p> <p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments. 8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</p>	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p> <p>Math Practices 1, 2, 5, 6</p>

JA Economics for Success

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Exploration C.M.1 Explain how career choices impact lifestyle.</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>FINANCIAL LITERACY</p> <p>Careers, Education, and Income FL.M.1 Develop and manage financial goals for the future based on one's career choice and lifestyle expectations to meet the needs of individuals and families. FL.M.3 Explain net income (i.e., wages and salaries minus payroll deductions equal net income or takehome pay).</p> <p>Decision Making & Money Management FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings. FL.M.7 Apply decision making strategies when buying products.</p>	<p>ECONOMICS</p> <p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p> <p>8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</p>	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p> <p>Math Practices 1, 2, 5, 6</p>

JA Economics for Success

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>FINANCIAL LITERACY</p> <p>Careers, Education, and Income FL.M.1 Develop and manage financial goals for the future based on one’s career choice and lifestyle expectations to meet the needs of individuals and families.</p> <p>FL.M.3 Explain net income (i.e., wages and salaries minus payroll deductions equal net income or takehome pay).</p> <p>Decision Making & Money Management FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by:</p> <ol style="list-style-type: none"> prioritizing financial goals. creating a budget including income, expenses (fixed/flexible), and savings. developing and explaining a savings plan and budget based on specific short and long term financial goals <p>FL.M.7 Apply decision making strategies when buying products.</p>	<p>ECONOMICS</p> <p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p>	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p> <p>Math Practices 1, 2, 5, 6</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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>FINANCIAL LITERACY</p> <p>Credit & Debt FL.M.4 Compare a variety of credit sources from which consumers can choose to borrow.</p>	<p>ECONOMICS</p> <p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p>	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p> <p>Math Practices 1, 2, 5, 6</p>

JA Economics for Success

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	<p>FL.M.5 Compare the costs and benefits of buying on credit that are key to making a good borrowing decision.</p> <p>Decision Making & Money Management</p> <p>FL.M.7 Apply decision making strategies when buying products.</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>ESSENTIAL SKILLS</p> <p>Adaptability</p> <p>ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge</p> <p>ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication</p> <p>ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>FINANCIAL LITERACY</p> <p>Credit & Debt</p> <p>FL.M.4 Compare a variety of credit sources from which consumers can choose to borrow.</p> <p>FL.M.5 Compare the costs and benefits of buying on credit that are key to making a good borrowing decision.</p> <p>Decision Making & Money Management</p> <p>FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by:</p> <ol style="list-style-type: none"> a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings. <p>FL.M.7 Apply decision making strategies when buying products.</p>	<p>ECONOMICS</p> <p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p>	<p>Reading for Informational Text</p> <p>RI.6.4 RI.7.4 RI.8.4</p> <p>Language</p> <p>L.6.4 L.7.4 L.8.4</p> <p>Math Practices 1, 2, 5</p>
<p>My Ride on the Financial Roller Coaster</p> <p>Students understand risk and methods for handling it. They make decisions about scenarios involving risk.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe examples of how to use personal responsibility to address risk. ● Recognize that insurance is a way to transfer the risk of loss. ● Identify the opportunity cost in different spending decisions. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability</p> <p>ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge</p> <p>ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication</p> <p>ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>FINANCIAL LITERACY</p> <p>Insurance & Risk Management</p>	<p>ECONOMICS</p> <p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p> <p>8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.</p>	<p>Reading for Informational Text</p> <p>RI.6.4 RI.7.4 RI.8.4</p> <p>Language</p> <p>L.6.4 L.7.4 L.8.4</p>

JA Economics for Success

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	FL.M.13 Investigate the use of insurance to cover risk of financial loss (e.g. liability, health, auto, renter, home).		

JA It's My Future

Session Details	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Preparation C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	<p>CIVICS</p> <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society. HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p>	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Define careers cluster. Identify jobs in specific career clusters to explore further. Recognize the interconnectivity and value of all types of jobs. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Exploration C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level.</p> <p>Preparation C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p>	<p>CIVICS</p> <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society. HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p>	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA It's My Future

Session Details	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	<p>C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>		
<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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Exploration C.M.3 Explain how roles in the workplace and community are constantly changing (e.g., librarian to media specialist, remote employment opportunities) due to supply and demand and technological impacts on industry.</p> <p>C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level.</p> <p>Preparation C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p> <p>C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	<p>CIVICS</p> <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p> <p>HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p>	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA It's My Future

Session Details	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success. 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.5 Apply failure as a learning opportunity. ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Exploration C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level.</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. C.M.9 Identify high school and career/technical center courses and programs that support career or occupational areas of interest. C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	<p>CIVICS</p> <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society. HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p>	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA It's My Future

Session Details	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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 / 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability ES.M.10 Demonstrate consistent punctuality in a variety of activities with minimal guidance. ES.M.11 Describe appropriate attire for various situations. ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations. ES.M.13 Exhibit self-control.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	<p>CIVICS</p> <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society. HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p>	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Composition C.6.2 C.7.2 C.8.2</p> <p>Language L.6.1 L.6.2 L.6.3 L.6.4 L.7.1 L.7.2 L.7.3 L.8.3 L.7.4 L.8.1 L.8.2 L.7.3 L.8.3 L.8.4</p>

JA It's My Future

Session Details	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p>Objectives / Students will:</p> <ul style="list-style-type: none"> Define and differentiate between technical skills and soft skills Identify specific soft skills they already possess and those they need to improve 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led). ES.M.17 Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences.</p> <p>CAREERS</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	<p>CIVICS</p> <p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society. HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p>	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Inspire Entry

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Preparation C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Exploration C.M.3 Explain how roles in the workplace and community are constantly changing (e.g., librarian to media specialist, remote employment opportunities) due to supply and demand and technological impacts on industry.</p> <p>C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Inspire Entry

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	<p>C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level.</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</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>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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction. ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Exploration C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information. C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level.</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs. C.M.9 Identify high school and career/technical center courses and programs that support career or occupational areas of interest.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Inspire Entry

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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 their 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Exploration C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information.</p> <p>C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level.</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</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. Develop questions to consider when watching the speakers and webinars. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Exploration C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Composition C.6.2 C.6.5 C.7.2 C.7.5 C.8.2 C.8.5</p> <p>Language L.6.3 L.6.4 L.7.3 L.7.4 L.8.3 L.8.4</p>

JA Inspire Entry

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	<p>Preparation C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p> <p>Application C.I.8 Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability ES.M.11 Describe appropriate attire for various situations. ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations. ES.M.13 Exhibit self-control.</p> <p>CAREERS</p> <p>Exploration C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information.</p> <p>Preparation C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p> <p>Application C.I.8 Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Composition C.6.2 C.6.5 C.7.2 C.7.5 C.8.2 C.8.5</p> <p>Language L.6.3 L.6.4 L.7.3 L.7.4 L.8.3 L.8.4</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 JA Inspire event. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p>

JA Inspire Entry

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<ul style="list-style-type: none"> 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>ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability ES.M.11 Describe appropriate attire for various situations.</p> <p>ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.</p> <p>ES.M.13 Exhibit self-control.</p> <p>CAREERS</p> <p>Exploration C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information.</p> <p>Preparation C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p> <p>Application C.I.8 Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>		<p>Language L.6.4 L.7.4 L.8.4</p>
<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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Exploration C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career</p> <p>C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level. information.</p>	<p>NA</p>	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Inspire Entry

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	<p>Preparation</p> <p>C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p> <p>C.M.9 Identify high school and career/technical center courses and programs that support career or occupational areas of interest.</p>		

JA Career Exploration Fair

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing 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 careers. Differentiate between abilities (skills) and values. Identify their personal characteristics. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Exploration C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information.</p> <p>Preparation C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Composition C.6.2 C.6.5 C.7.2 C.7.5 C.8.2 C.8.5</p> <p>Language L.6.1 L.6.3 L.6.4 L.7.1 L.7.3 L.7.4 L.8.1 L.8.3 L.8.4</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"> 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability ES.M.11 Describe appropriate attire for various situations.</p> <p>ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.</p> <p>ES.M.13 Exhibit self-control.</p> <p>CAREERS</p> <p>Exploration C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information.</p> <p>Preparation C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Career Exploration Fair

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	Application C.I.8 Identify and follow agreed-upon collaborative skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.		
Post-Fair Session Students reflect on their JA Career Exploration Fair experiences. Objectives / Students will: <ul style="list-style-type: none"> Identify a future career goal. Create a personal action plan. 	ESSENTIAL SKILLS Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving). Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task. ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task. Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks. CAREERS Exploration C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level. information. Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs. C.M.8 Create and maintain an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude by relating interests, values and abilities to career choices. C.M.9 Identify high school and career/technical center courses and programs that support career or occupational areas of interest.	NA	Reading for Informational Text RI.6.4 RI.7.4 RI.8.4 Language L.6.4 L.7.4 L.8.4

JA Career Speaker Series

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing 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. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Exploration C.M.3 Explain how roles in the workplace and community are constantly changing (e.g., librarian to media specialist, remote employment opportunities) due to supply and demand and technological impacts on industry.</p> <p>C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career</p> <p>C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level. information.</p> <p>Preparation C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Composition C.6.5 C.7.5 C.8.5</p> <p>Language L.6.4 L.7.4 L.8.4</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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.</p> <p>ES.M.13 Exhibit self-control.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Composition C.6.5 C.7.5 C.8.5</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Career Speaker Series

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	<p>CAREERS</p> <p>Exploration</p> <p>C.M.3 Explain how roles in the workplace and community are constantly changing (e.g., librarian to media specialist, remote employment opportunities) due to supply and demand and technological impacts on industry.</p> <p>C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career</p> <p>C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level. information.</p> <p>Preparation</p> <p>C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</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"> Recognize career clusters. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability</p> <p>ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence</p> <p>ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Knowledge</p> <p>ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>CAREERS</p> <p>Exploration</p> <p>C.M.4 Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career</p> <p>C.M.5 Use information from personal inventory surveys to explore and evaluate jobs within the KY Career Clusters to guide educational pathway choices at the secondary level. information.</p> <p>Preparation</p> <p>C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>C.M.7 Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs.</p>	NA	<p>Reading for Informational Text</p> <p>RI.6.4</p> <p>RI.7.4</p> <p>RI.8.4</p> <p>Composition</p> <p>C.6.2</p> <p>C.6.5</p> <p>C.7.2</p> <p>C.8.2</p> <p>C.7.5</p> <p>C.8.5</p> <p>Language</p> <p>L.6.4</p> <p>L.7.4</p> <p>L.8.4</p>

JA Career Speaker Series

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	<p>C.M.8 Create and maintain an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude by relating interests, values and abilities to career choices.</p> <p>C.M.9 Identify high school and career/technical center courses and programs that support career or occupational areas of interest.</p>		

JA Excellence through Ethics

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.5 Apply failure as a learning opportunity.</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led). ES.M.17 Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences. ES.M.18 Practice effective conflict resolution strategies with minimal guidance.</p> <p>CAREERS</p> <p>Preparation C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	NA	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</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. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.5 Apply failure as a learning opportunity.</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.</p>	NA	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Excellence through Ethics

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<ul style="list-style-type: none"> • 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>Communication</p> <p>ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>ES.M.17 Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences.</p> <p>CAREERS</p> <p>Preparation</p> <p>C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application</p> <p>C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>		

JA It's My Job (Soft Skills)

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing 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. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability ES.M.11 Describe appropriate attire for various situations.</p> <p>ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.</p> <p>ES.M.13 Exhibit self-control.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>ES.M.17 Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences.</p> <p>CAREERS</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	NA	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p>	NA	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Composition C.6.2 C.7.2 C.8.2</p> <p>Language L.6.1 L.6.2 L.6.3 L.6.4 L.7.1 L.7.2 L.7.3 L.8.3 L.7.4</p>

JA It's My Job (Soft Skills)

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	<p>ES.M.17 Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences.</p> <p>CAREERS</p> <p>Preparation</p> <p>C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p>		<p>L.8.1 L.8.2 L.7.3 L.8.3 L.8.4</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>ESSENTIAL SKILLS</p> <p>Adaptability</p> <p>ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Initiative</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge</p> <p>ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability</p> <p>ES.M.11 Describe appropriate attire for various situations.</p> <p>ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.</p> <p>ES.M.13 Exhibit self-control.</p> <p>Communication</p> <p>ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>ES.M.17 Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences.</p> <p>CAREERS</p> <p>Preparation</p> <p>C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p>	<p>NA</p>	<p>Reading for Informational Text</p> <p>RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Composition</p> <p>C.6.2 C.7.2 C.8.2</p> <p>Language</p> <p>L.6.1 L.6.2 L.6.3 L.6.4 L.7.1 L.7.2 L.7.3 L.8.3 L.7.4 L.8.1 L.8.2 L.7.3 L.8.3 L.8.4</p>

JA It's My Job (Soft Skills)

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<p>Cell Phones in the Workplace</p> <p>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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Reliability ES.M.13 Exhibit self-control.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	NA	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>
<p>Workplace Communication</p> <p>This session covers communication methods to ensure workplace success. Activities address topics of professional tone, appropriate topics for workplace discussions, and building consensus.</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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Reliability ES.M.12 Practice ethical behavior (e.g., honesty, trust, compassion, acceptance) in various situations.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led). ES.M.17 Respect individual differences and work collaboratively with people of diverse backgrounds, viewpoints and experiences. ES.M.18 Practice effective conflict resolution strategies with minimal guidance.</p> <p>CAREERS</p> <p>Preparation C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	NA	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA It's My Job (Soft Skills)

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<p>Workplace Writing</p> <p>This session covers the basics of professional writing. Activities give students a chance to 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction. ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Preparation C.M.11 Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship).</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p>	<p>NA</p>	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Composition C.6.2 C.7.2 C.8.2</p> <p>Language L.6.1 L.6.2 L.6.3 L.6.4 L.7.1 L.7.2 L.7.3 L.8.3 L.7.4 L.8.1 L.8.2 L.7.3 L.8.3 L.8.4</p>

JA Company Program Pop Up

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems.</p> <p>ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p>	<p>ECONOMICS</p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p>	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems.</p> <p>ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task.</p> <p>ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction.</p> <p>ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p>	<p>ECONOMICS</p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p>	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Composition C.6.2 C.6.5 C.7.2 C.7.5 C.8.5 C.8.2 C.8.5</p> <p>Language L.6.4 L.7.4 L.8.4</p>

JA Company Program Pop Up

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>FINANCIAL LITERACY Decision Making & Money Management FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings.</p>		<p>Math Practices 1, 2, 5, 6</p>
<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 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>ESSENTIAL SKILLS Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task. ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction. ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p>	<p>ECONOMICS 7.E.MI.1 Analyze the role of consumers and producers in product markets.</p>	<p>Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4</p> <p>Composition C.6.2 C.6.5 C.7.2 C.7.5 C.8.5 C.8.2 C.8.5</p> <p>Language L.6.4 L.7.4 L.8.4</p> <p>Math Practices 1, 2, 3, 5, 6, 7</p>

JA Company Program Pop Up

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
	FINANCIAL LITERACY Decision Making & Money Management FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings.		
Session Four: The Ps of Pop-Up 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. Students will: <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 business that will maximize sales. 	ESSENTIAL SKILLS Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving). Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task. ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task. Initiative ES.M.6 Practice on-task behaviors with minimal direction. ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning). Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks. Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led). CAREERS Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. FINANCIAL LITERACY Decision Making & Money Management FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings. FL.M.9 Investigate how culture, media and technology impact the family and consumer decision making by: a. explaining ways consumer buying practices are influenced by social factors, economic principles, peer pressure, desire for status and advertising techniques.	ECONOMICS 7.E.MI.1 Analyze the role of consumers and producers in product markets.	Reading for Informational Text RI.6.1 RI.6.4 RI.7.1 RI.7.4 RI.8.1 RI.8.4 Composition C.6.2 C.6.5 C.7.2 C.7.5 C.8.5 C.8.2 C.8.5 Language L.6.4 L.7.4 L.8.4

JA Company Program Pop Up

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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. • Devise promotional strategies and materials to attract interest to the pop-up business. 	<p>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task. ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction. ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>FINANCIAL LITERACY</p> <p>Decision Making & Money Management FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings.</p> <p>FL.M.9 Investigate how culture, media and technology impact the family and consumer decision making by: a. explaining ways consumer buying practices are influenced by social factors, economic principles, peer pressure, desire for status and advertising techniques.</p>	<p>ECONOMICS</p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p>	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p> <p>Math Practices 1, 2, 3, 5, 6, 7</p>

JA Company Program Pop Up

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task. ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction. ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p> <p>FINANCIAL LITERACY</p> <p>Decision Making & Money Management FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings.</p> <p>FL.M.9 Investigate how culture, media and technology impact the family and consumer decision making by: a. explaining ways consumer buying practices are influenced by social factors, economic principles, peer pressure, desire for status and advertising techniques.</p>	<p>ECONOMICS</p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p>	<p>Reading for Informational Text RI.6.4 RI.7.4 RI.8.4</p> <p>Language L.6.3 L.6.4 L.7.3 L.7.4 L.8.4</p> <p>Math Practices 1, 2, 5, 6, 7</p>

JA Company Program Pop Up

Session Descriptions	KY Academic Standards for Career Studies and Financial Literacy	KY Academic Standards for Social Studies	KY Reading, Writing and Mathematics
<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. 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>ESSENTIAL SKILLS</p> <p>Adaptability ES.M.1 Practice problem solving skills in a variety of situations to apply to real-world problems. ES.M.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).</p> <p>Diligence ES.M.3 Demonstrate resilience and perseverance by showing willingness to complete a task. ES.M.4 Outline goals (short and long-term) and prioritize as necessary to complete task.</p> <p>Initiative ES.M.6 Practice on-task behaviors with minimal direction. ES.M.7 Practice, apply and evaluate personal responsibility and pride in assigned work (e.g., asking clarifying questions, self-directed learning, self-initiated learning).</p> <p>Knowledge ES.M.8 Apply reading, writing, mathematics, science and technology skills to authentic, real-world tasks. ES.M.9 Apply and explain important concepts in learning to an authentic audience.</p> <p>Communication ES.M.16 Engage effectively in a range of age appropriate collaborative discussions (one-on-one, in groups and teacher led).</p> <p>CAREERS</p> <p>Preparation C.M.6 Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc.</p> <p>Application C.M.12 Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace.</p> <p>FINANCIAL LITERACY</p> <p>Decision Making & Money Management FL.M.6 Evaluate financial management resources and how they are needed to meet the goals of individuals and families by: a. prioritizing financial goals. b. creating a budget including income, expenses (fixed/flexible), and savings.</p>	<p>ECONOMICS</p> <p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p>	<p>Reading for Informational Text RI.6.4 RI.6.7 RI.7.4 RI.8.4</p> <p>Language L.6.4 L.7.4 L.8.4</p> <p>Math Practices 1, 2, 5, 6, 7</p>