



A Correlation:
NEW JERSEY
Academic Standards and
Junior Achievement
Middle School Programs



Updated (2022)
Academic Standards
Common Core State Standards Included

Junior Achievement USA®
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Overview

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

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

JA Middle Grades Programs

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

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

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

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

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

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

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

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

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

JA Company Program Pop Up

Session Descriptions	Academic Standards	Common Core ELA
Session One: Pop-Up Warm-Up 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. Students will: - Explain what a pop-up business is and its intended purpose. - Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements. - Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture.		RI.6 3,4,7 RI.7 3,4 RI.8 3,4 W.6.4 W.7.2,4 W.8.4 SL.6 1,2 SL.7 1,2 SL.8 1,2 L.6 1,2,3,4,6 L.7 1-6 L.8 1-6
Session Two: Doing the Research 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. Students will: - Identify the elements of the profit equation and understand how to calculate profit. - Explain what a target audience is. - Recognize the importance of the customers' wants and needs related to the business's goals. - Identify appropriate market research techniques to use when collecting information.		RI.6 1,2,4,7 RI.7 1,4 RI.8 1,2,4 W.6 4,7,9 W.7 2,7,9 W.8 4,7,9 SL.6 1,2,4 SL.7 1,2,4 SL.8 1,2,4 L.6 1-6 L.7 1-6 L.8 1-6

JA Company Program Pop Up

Session Descriptions	Academic Standards	Common Core ELA
Session Three: Defining the Pop-Up Structure During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience. Students will: - Analyze market research data to make planning decisions about the pop-up business to maximize sales. - Describe the different roles and responsibilities necessary to organize and run a pop-up business. - Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team. - Draft a timeline of tasks and associated due dates needed to meet the company's goals.		RI.6. 2,4,7 RI.7 2,4 RI.8 2,4 W.6-8 4,7,9 SL.6-8 1,2,4 L.6-8 1-6
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: - Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business. - Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix. - Design an optimal layout for a pop-up business that will maximize sales.		RI.6 2,3,4,7 RI.7-8 2,3,4 W.6 4 W.7 4 W.8 4 SL6-8. 1,2,4 L.6-8 1-6

JA Company Program Pop Up

Session Descriptions	Academic Standards	Common Core ELA
Session Five: Creating the Buzz 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. Students will: - Formulate the appropriate price for their product to achieve the pop-up store's monetary goal. - Design promotional strategies and materials to attract interest in the pop-up business.		RI.6 1,2,3,4,7 RI.7 1,2,3,4 RI.8 1,2,3,4 W.6-8 4,7,9 SL.6-8 1,2,4 L. 6-8 1-6
Session Six: Open for Business! 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. Students will: - Select appropriate sales strategies to use while interacting with customers during pop-up store sales. - Practice excellent retail customer care skills to maximize the pop-up store's sales potential to reach its business goals. - Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule.		RI.6-8 2,4 W.6-8 4 SL.6 1,2,4 SL.7 4 SL.8 1,2,4 L.6-8 1-6

JA Company Program Pop Up

Session Descriptions	Academic Standards	Common Core ELA
Session Seven: Pop-Up Wrap-Up This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business's final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store's proceeds to their charitable recipient and celebrate their accomplishments. Students will: - Complete the tasks to calculate final sales and profit and close out the business. - Analyze final sales information and compare it to the pop-up business's initial profit goal. - Assess company and personal goals to determine successes and areas for improvement.		RI.6 2,3,4,7 RI.7 2,3,4 RI.8 2,3,4 W.6-8 4 SL.6-8 1,2,4 L6-8 1-6