

A Correlation:
Ohio
Academic Standards and
Junior Achievement
High School Programs



Updated September 2022

[Ohio's Learning Standards for Social Studies](#)

[Ohio's Social Emotional Learning Standards Introduction and Glossary](#)

[Ohio's Learning Standards for Financial Literacy](#)

[Ohio Employability Skills Checklist](#)

[Ohio's Career Field Technical Content Standards for Business
and Administrative Services, Finance and Marketing](#)

Junior Achievement USA®

One Education Way

Colorado Springs, CO 80906

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. By design, JA Programs incorporate grade level reading, speaking, and listening skills in all programs and many programs at the High School grade level also offer opportunities to do research, use technology for writing and responding, and practice presentation skills, all while supporting the JA Pillars of Financial Literacy, Work and Career Readiness and Entrepreneurship.

In this document, Junior Achievement programs are correlated to Ohio Academic Standards for Ohio's Learning Standards for Social Studies, Ohio's Social Emotional Learning Standards Introduction and Glossary, Ohio's Learning Standards for Financial Literacy, Ohio Employability Skills Checklist, Ohio's CTE Standards for Business and Administrative Services, and Finance and Marketing, where applicable. 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. Alternate delivery methods, such as remote digital delivery and student self-guided options, 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.

High School Programs

[JA All About Cars™](#) allows students to consider their needs and wants for their first automobile.

[JA Be Entrepreneurial®](#) introduces students to the essential components of a practical business plan and challenges them to start an entrepreneurial venture while still in high school.

[JA Be Entrepreneurial \(modular\)](#) is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. In JA Creative Problem Solving, students learn and apply design thinking, an innovative process for problem solving used by entrepreneurs (and intrapreneurs) to brainstorm customer-centric ideas

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

[JA Career Speaker Series™](#) brings a volunteer guest speaker into the classroom to share information about his or her career, work, and education experience.

[JA Career Success®](#) equips students with the tools and skills required to earn and keep a job in high-growth career industries.

[JA Company Program®](#) 2.0 empowers high school students to fill a need or solve a problem in their community and teaches them practical skills required to conceptualize, capitalize, and manage their own business venture.

[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.

[JA High School Heroes™](#) provides leadership development opportunities to high school students who deliver JA programs in elementary schools.

[JA It's My Job \(Soft Skills\)™](#) (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.

[JA Job Shadow™](#) prepares students to be entrepreneurial thinkers in their approach to work. Students will acquire and apply the skills needed in demanding and ever-changing workplaces.

[JA Job Shadow™ Blended Model](#) is a comprehensive experience that helps students design an individualized career path. Supporting blended as well as self-guided activities, JA Job Shadow provides a design-thinking structure for career exploration.

[JA Personal Finance®](#) allows students to experience the interrelationship between today's financial decisions and future financial freedom.

[JA Take Stock in Your Future™](#) helps students discover the benefits and challenges of investing in the stock market as part of a broader, long-term investment strategy and the risks and rewards of trading.

[JA Titan®](#) introduces critical economics and management decisions through an interactive simulation.

[JA Titan® Blended Model](#) is a simulation-based program in which high school students compete as business CEOs in the phone industry, experiencing firsthand how an organization evaluates alternatives, makes decisions, analyzes the outcomes of those decisions, and then strategizes what to do next.

JA All About Cars

| Session Description | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|---|---|
| <p>Session One: All About Cars</p> <p>JA All About Cars introduces students to the essential costs related to buying and operating a first car and offers tips on being a smart consumer when purchasing a vehicle. In this volunteer-led session, students will consider their needs and wants to make a real-world connection to the car-buying experience to help motivate them to make good financial decisions when buying or leasing.</p> <p>Objectives Students will:</p> <ul style="list-style-type: none"> • Assess their driving needs • Prioritize the car features that best meet their needs • Compare the advantages of buying versus leasing a car • Identify a care that meets their driving needs | <p>Economics and Financial Literacy</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>11. An informed consumer makes decisions on purchases that may include a decision-making strategy.</p> <ul style="list-style-type: none"> • Explain the many factors a consumer considers before purchasing goods or services. <p>15. Planned purchasing decisions factor in direct (price) and indirect costs</p> <ul style="list-style-type: none"> • Identify the difference between direct and indirect costs. | <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9–10 RI.9-10.1,2,4,8 SL.9-10.1-3 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.1,2,4 SL.11-12.1-3 L.11-12.1,2,3,4,6 RH 9-12 2,4,5</p> |

JA Be Entrepreneurial

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|--|---|--|--|--|
| <p>Session One: Introduction to Entrepreneurship</p> <p>Students test their knowledge about entrepreneurship. They begin the process to select a product or service for a business venture.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Recognize the elements of a successful business startup Evaluate myths and facts about entrepreneurship Consider product-development options | <p>Economics and Financial Literacy</p> <p>4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances</p> <ul style="list-style-type: none"> Compare and contrast different sources of income, including wages and salaries. ... | <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | |
| <p>Session Two: What’s My Business?</p> <p>Students select a product or service for a business venture.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Recognize the importance of carefully selecting a product or service before starting a business Apply passions, talents, and skills to a market-needs assessment to determine the basis of a business plans | <p>Economics and Financial Literacy</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> | <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>Mathematical Practices</p> <p>2. 3. 5.</p> |
| <p>Session Three: Who’s My Customer?</p> <p>Students analyze potential markets.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Recognize the importance of analyzing markets Apply a needs assessment of the market available to a specific product | <p>Economics and Financial Literacy</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> <p>11. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.</p> | <p>C1. 1.d Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |

JA Be Entrepreneurial

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|---|--|--|--|--|
| <p>Session Four: What's My Advantage?</p> <p>Students determine how to set a product apart from its competition</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Define competitive advantages and recognize them in other businesses Express the importance of selecting competitive advantages that offer an edge over the competition for a product and market | <p>Economics and Financial Literacy</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> | <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |
| <p>Session Five: Competitive Advantages</p> <p>Students decide how to set a product or service apart from the competition.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Evaluate competitive advantages Select competitive advantages that will drive a developing business venture | <p>Economics and Financial Literacy</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> | <p>NA</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |
| <p>Session Six: Ethics Are Good for Business</p> <p>Students consider consequences in making ethical business decisions.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Evaluate short- and long-term consequences in making ethical decisions Express that being ethical can be good for business | <p>American Government</p> <p>Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.</p> <p>3. Issues can be analyzed through the critical use of credible sources.</p> | <p>C1. 1.d Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others.</p> <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |
| <p>Session Seven: The Business Plan</p> <p>Students compile a sample business plan.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Compile entrepreneurial elements into a sample business plan | <p>Economics and Financial Literacy</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> | | <p>Mathematical Practices 1-7</p> |

JA Be Entrepreneurial Creative Problem Solving

| Session Description | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|--|---|--|
| <p>Session One: Identifying the Problem</p> <p>Students are oriented to problem/solution thinking practices and introduced to the Design Thinking process of creative problem solving. They explore the first step (Empathize) that teaches them to look at problems as human-centered, from the customer’s perspective.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe how brainstorming several ideas and then picking the best options will lead to creative problem solving. Describe the Design Thinking model and the steps involved in the process. Describe the advantages of applying the Design Thinking model to new ideas or problem solving. Describe the Empathize step in the Design Thinking model. Demonstrate how an empathy map can be used to identify a user’s needs. | <p>Economics</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> | <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9–10 RI.2,4,8 W.4,7 SL.1,2,3,4,6 L.1,2,3,4,6</p> <p>Grades 11–12 RI.2,4,6 SL. 1,2,3,4,6 L.1,2,3,4,6 W 4,7 RH 9-12 2,4, 5,7,9 WhST4,6,7,9</p> |
| <p>Session Two: Exploring Solutions</p> <p>Students focus on the second and third steps of the Design Thinking process (Define and Ideate). They summarize the root cause of the issue in a problem statement and then use brainstorming techniques to generate viable ideas as solutions.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the Define step in the Design Thinking model. Demonstrate how to write a short, clear problem statement that reflects the problem to be solved. Describe the Ideate step in the Design Thinking model. Apply ideation methods by brainstorming ideas in a fast-paced activity. | <p>Economics</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> | <p>C2. 3.d Implement a strategy to address a need in the broader community or world as change agents.</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> | <p>Grades 9–10 RI. 2,4,8 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 RI. 2,4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4 RH 9-12 1,2,4,5,6,7,9 WhST 1, 4,6,9</p> |

JA Be Entrepreneurial Creative Problem Solving

| Session Description | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|---|--|--|---|
| <p>Session Three: Prototyping the Solution</p> <p>Students use rapid prototyping techniques to create an inexpensive model of their solution for customer review and feedback. This process teaches the importance of keeping customers involved in the process without large investments of time or money.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the Prototype step in the Design Thinking model. Construct a prototype based on a problem statement and a brainstormed solution to the problem. | <p>Economics</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> | <p>C2. 3.d Implement a strategy to address a need in the broader community or world as change agents.</p> <p>E4. 2.d Embrace productive struggle as an opportunity for personal growth.</p> | <p>Grades 9–10 RI.2,4 W. 4 SL.1,2,3,6 L. 1,2,3,4,6</p> <p>Grades 11–12 RI.4,8 SL. .1,2,3,6 L. 1,2,3,4,6 W 4 RH 9-12 1,2,4,5,7 WhST 4,6</p> |
| <p>Session Four: Testing the Solution</p> <p>Students devise testing plans to validate the design and function of their prototyped ideas with customer participants. User testing emphasizes the importance of ongoing improvement cycles in the Design Thinking model.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the Test step in the Design Thinking model. Develop a testing plan for a given product and target audience. | <p>Economics</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> | <p>D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals.</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> | <p>Grades 9–10 RI. 2,4 W. 2,4,7 SL.1,2,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 RI.4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p>RH 9-12 1,4,5,7 WhST 4,6,7,9</p> |
| <p>Session Five: Applying Design Thinking (Optional, Self-Guided)</p> <p>Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use the Design Thinking model to create a solution to an identified problem. Produce an artifact for each step of the Design Thinking process to demonstrate their work. | <p>Economics</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> | <p>C2. 3.d Implement a strategy to address a need in the broader community or world as change agents</p> | <p>Grades 9–10 RI.2,4 W. 2,4,7 SL.2,3,4,6 L.1,2,3,4,6</p> <p>Grades 11–12 RI.2,4 SL. 2,3,4,6 L. .1,2,3,4,6</p> <p>RH 9-12 1-9 WhST 1.4.6.7.9</p> |

JA Be Entrepreneurial Think Like an Entrepreneur

| Session Description | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|---|--|
| <p>Session One: Developing a Mindset</p> <p>Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define entrepreneurship and some key qualities of entrepreneurs. Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship. Describe the advantages in life of embracing a growth mindset. Define the entrepreneurial mindset. Describe the key characteristics of a | <p>Financial Literacy</p> <p>4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances</p> <ul style="list-style-type: none"> Compare and contrast different sources of income, including wages and salaries. | <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9–10 RI.4 W.4 SL.1,2,3 L.1,2,4,6</p> <p>Grades 11–12 RI.4 SL.1,2,3 L.1,2,3,4,6 W 4 RH 9-12 2,4,7,9</p> |
| <p>Session Two: Assessing Entrepreneurial Potential</p> <p>Students demonstrate their understanding of the entrepreneurial characteristics by identifying prevalent skills in scenarios. Then, they complete an introspective personal assessment about their entrepreneurial potential.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze the characteristics of the entrepreneurial mindset. Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment. | <p>Financial Literacy</p> <p>3. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> Explore individual interests and skill sets to identify potential careers and opportunities to pursue. | <p>B3. 1.d Demonstrate the ability to persevere through challenges for long-term rewards or success.</p> | <p>Grades 9–10 RI.2,4,8 SL.1,2,3 L.1-6</p> <p>Grades 11–12 RI.2,4 SL. 1,2,3 L.1,4,6 RH 9-12 1,2,4,5,7</p> |
| <p>Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)</p> <p>Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate the results of the entrepreneurial mindset self-assessment. Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset. | <p>Financial Literacy</p> <p>3. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> Explain how one can become more employable through training and education. | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>B3. 1.d Demonstrate the ability to persevere through challenges for long-term rewards or success.</p> <p>B3. 2.d Reframe a current challenge or setback, by reflecting on successes.</p> | <p>Grades 9–10 RI.2,4 W.2,4,7 SL.1-6 L.1-6</p> <p>Grades 11–12 RI.2,4 SL. 1-6 L.1-6 W. 2,4,7 RH 1,2,4,5,7,8,9 WhST 1,4,6,7,9</p> |

JA Be Entrepreneurial Rapid Business Planning

| Session Description | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|---|---|
| <p>Planning with the Customer in Mind</p> <p>Students are introduced to lean business planning and focus on the customer-focused segments of the Lean Canvas. They identify customer segments, the problem to be solved, and the intended solution.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the purpose of a business plan. Describe the key elements of the lean business plan model. State the problem to be solved in the Lean Canvas as a customer-centered problem statement. Identify the customers in the target audience for the proposed product or service. Identify the solution that answers the problem statement. | <p>Economics 3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> | <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> <p>C2. 3.d Implement a strategy to address a need in the broader community or world as change agents</p> | <p>Grades 9–10 RI.2,4,8 W.4 SL.1,2,3,4 L. 1,2,3,4,6</p> <p>Grades 11–12 RI.2,4,8 SL. 1,2,3,4 L. 1,2,3,4,6</p> <p>RH 9-12 1-9 WhST 4,6,9</p> |
| <p>Summarizing the Customer Elements</p> <p>Students learn about customer communication channels and the most effective practices for reaching their customers. Then, they practice completing the customer elements of the lean business plan using an original or supplied idea.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define channels as they relate to business planning Differentiate uses of each channel based on situations/context Practice the lean business planning process by applying information to the Problem, Customer Segments, Solution, and Channels sections of the Lean Canvas. | <p>NA</p> | <p>C2. 3.d Implement a strategy to address a need in the broader community or world as change agents.</p> | <p>Grades 9–10 RI. 2,4 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 RI.2,4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4</p> <p>RH 9-12 1-9 WhST 4,6,9</p> |

JA Be Entrepreneurial Rapid Business Planning

| Session Description | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|---|---|
| <p>Formulating the Finances:</p> <p>Students focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. Then, they identify what metrics are key to gauge the performance and health of the venture.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the cost structure for a product/service by listing associated fixed and variable costs. Determine the appropriate price for a product/service given data about the associated costs, breakeven point, and desired profitability. Recognize the revenue streams that will generate profitability for a product or service. Explain how key metrics help determine the success of a product/service and impact the business decisions made about it. Explain how key metrics help determine the success of a product/service and impact the business decisions made about it | <p>Economics</p> <p>1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p> <p>Financial Literacy</p> <p>6. Financial responsibility includes the development of a spending and savings plan.</p> <ul style="list-style-type: none"> Devise a budget for current short- and long-term goals, income and expenses. Identify factors that could force an individual to change his or her budget. | <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives</p> <p>E4. 2.d Embrace productive struggle as an opportunity for personal growth.</p> | <p>Grades 9–10 RI.4,8 W. 4 SL.1,2,3,4 L.1,2,3,4,6</p> <p>Grades 11–12 RI. 4 SL. 1,2,3,4 L.1,2,3,4,6 W. 4</p> <p>RH 9-12 4,7,9 WhST 4</p> |
| <p>Conveying the Business’s Value:</p> <p>Students identify the business’s unique value and competitive advantage to convey its “edge.” Then, they practice writing compelling unique value proposition (UVP) statements and identifying the business’s competitive advantage.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the process used to convey the unique value proposition of a business idea. Identify what competitive (or unfair) advantage is as it relates to a lean business plan | <p>NA</p> | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> | <p>Grades 9–10 RI. 4,8 W. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 RI. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4</p> <p>RH 9-12 2,4,5,7,9 WhST 4,6</p> |

JA Be Entrepreneurial Rapid Business Planning

| Session Description | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|---|---|--|---|
| <p>Completing and Testing the Lean Business Plan</p> <p>Students practice completing the marketing and financial elements of the lean business plan using an original or supplied idea. Then, they review the importance of testing the business plan for ongoing refinement.</p> <p>Students will:</p> <ul style="list-style-type: none"> Practice the lean business planning process by applying information to the Cost Structure, Revenue Streams, Key Metrics, Unique Value Proposition, and Competitive (Unfair) Advantage sections of the Lean Canvas. Describe the importance of testing and validating the assumptions and ideas that frame a business plan. | <p>Economics</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> | <p>B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success.</p> | <p>Grades 9–10 RI.4 W. 2,4 SL.1,2,4 L. 1,2,3,4,6</p> <p>Grades 11–12 RI.4 SL.1,2,4,6 L. 1,2,3,4,6 W 2,4</p> <p>RH 9-12 4,5,9</p> |
| <p>Developing a Lean Business Plan (Optional, Self-Guided)</p> <p>Students construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning.</p> <p>Students will:</p> <ul style="list-style-type: none"> Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea. | <p>Economics</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> | <p>B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9–10 RI.4 W. 2,4,7 SL.2,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 RI. 4 SL.1.4 L. 1,2,3,4,6 W 2,4,7</p> <p>RH 9-12 1,2,4,5</p> <p>WhST 1,4,6</p> |

JA Career Exploration Fair High School

| Session Description | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|--|--|
| <p>Session One: Before the Fair</p> <p>In the pre-fair session, students will assess their abilities, interests, work preferences, and values in preparation for the JA Career Exploration Fair.</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> Define careers. Differentiate among abilities, interests, work preferences, and values. Identify their personal characteristics. | <p>Financial Literacy</p> <p>4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances</p> <ul style="list-style-type: none"> Compare and contrast different sources of income, including wages and salaries. | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and</p> | <p>Grades 9-10 RI.9-10.4,7 SL.9-10.1,2 L.9-10.3,4,6</p> <p>Grades 11-12 RI-11-12. 4,7 SL.11-12.1,2 L.11-12.3,4,6</p> <p>Social Studies Literacy RH.9-10.3 RH.9-10.4.</p> |
| <p>Session Two: Day of the Fair</p> <p>During the JA Career Exploration Fair, students engage with volunteers and learn more about different businesses and jobs.</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> Relate the impact of personal interests and abilities on career choices. Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers. Examine how school skills apply to career paths. Explain the importance of staying in school and graduating high school. | <p>Financial Literacy</p> <p>2. Financial responsibility involves lifelong decision-making strategies which include consideration of alternatives and consequences.</p> <ul style="list-style-type: none"> Explain how education and career decisions affect incomes and job opportunities. <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> Identify how various training and education options beyond high school can further one’s employability. | <p>A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support.</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> | <p>Grades 9-10 RI.9-10.4,7 W.9-10.4,7 SL.9-10.1,2 L.9-10.3,4,6</p> <p>Grades 11-12 RI-11-12. 4,7 W. 11-12. 4,7 SL.11-12.1,2 L.11-12.3,4,6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4</p> |
| <p>Session Three: After the Fair</p> <p>In the post-fair session, students will reflect on their JA Career Exploration Fair experiences.</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> Identify a future career goal. Create a personal action plan. | <p>Financial Literacy</p> <p>2. Financial responsibility involves lifelong decision-making strategies which include consideration of alternatives and consequences.</p> <ul style="list-style-type: none"> Explain how education and career decisions affect incomes and job opportunities. <p>3. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> | <p>A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges.</p> <p>A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths.</p> <p>B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9-10 RI.9-10.2,4,5,7 W.9-10.4,7 SL.9-10.1,2 L.9-10.3,4,6</p> <p>Grades 11-12 RI-11-12. 4,7 W. 11-12. 4,7 SL.11-12.1,2 L.11-12.3,4,6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4</p> |

JA Career Speaker Series

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|---|---|--|---|
| <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: The students will:</p> <ul style="list-style-type: none"> Identify skills and interests. Recognize Career Clusters Recall future high-demand occupations | <p>Economics and Financial Literacy</p> <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> Explore individual interests and skill sets to identify potential careers and opportunities to pursue. <p>4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances</p> <ul style="list-style-type: none"> Compare and contrast different sources of income, including wages and salaries. | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</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: The students will be able to:</p> <ul style="list-style-type: none"> Practice active listening skills. Equate job responsibilities with skills and interests | <p>Economics and Financial Literacy</p> <p>2. Financial responsibility involves lifelong decision-making strategies which include consideration of alternatives and consequences.</p> <ul style="list-style-type: none"> Explain how education and career decisions affect incomes and job opportunities. <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> Identify how various training and education options beyond high school can further one’s employability. | <p>A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support.</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> | <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p> |
| <p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> Recognize Career Clusters | <p>Economics and Financial Literacy</p> <p>4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances</p> <ul style="list-style-type: none"> Compare and contrast different sources of income, including wages and salaries. | <p>A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths.</p> | <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 2 W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p> |

JA Career Success

| Session Descriptions | Financial Literacy Standards | Other Standards | Common Core ELA |
|---|--|--|---|
| <p>Session One: Get Hired– Critical Thinking and Creativity</p> <p>Students are introduced to the need to be work ready by developing the 4 C’s skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use a problem-solving technique to solve personal and professional problems ▪ Apply critical-thinking skills to work-based problems ▪ Recognize that decisions made in the workplace have consequences | <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> | <p>Social and Emotional Learning</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> <p>Employability Skills Critical thinking and problem solving: Reason effectively, make judgments and decisions, and solve problems.</p> | <p>Grades 9–10 RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4 SL.11-12.1 L.11-12.1</p> |
| <p>Session Two: Get Hired– Communication and Conflict-Management Skills</p> <p>Students apply communication skills to resolve conflicts in work-based scenarios. They role-play conflicts and conflict management and explore behaviors that inflame conflict and behaviors that lead to resolution.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize common responses to conflict ▪ Apply conflict-management skills to resolve work-based issues | <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> | <p>Social and Emotional Learning</p> <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> <p>D3. 2.d Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety.</p> <p>Employability Skills Communication: Apply oral and written communication and active listening skills.</p> | <p>Grades 9–10 RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4 SL.11-12.1 L.11-12.1</p> |
| <p>Session Three: Get Hired– Collaboration and Creativity</p> <p>Students practice collaboration, a 4 C’s skill, by using a teambuilding model referred to as the GRPI (Goals, Roles and Responsibilities, Processes, and Interpersonal Relationship Skills). The model describes the behaviors found in high-performance teams in the workplace.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate collaboration with team members to accomplish work-based challenges ▪ Recognize the components of a high-performance team | <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> | <p>Social and Emotional Learning</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals.</p> <p>Employability Skills Collaboration: Exercise flexibility and willingness to accept shared responsibility, and work with diverse teams.</p> | <p>Grades 9–10 RI.9-10.4 SL.9-10.1,6 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4 SL.11-12.1 L.11-12.1</p> |

JA Career Success

| Session Descriptions | Financial Literacy Standards | Other Standards | Common Core ELA |
|---|--|--|--|
| <p>Session Four: Get Hired– Strong Soft Skills</p> <p>Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job interview workshop to communicate these skills to a potential employer.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify soft skills that are in demand by employers ▪ Demonstrate personal soft skills in a mock interview | <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> | <p>Social and Emotional Learning</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals.</p> <p>Employability Skills Initiative: Work independently; demonstrate resourcefulness, curiosity and willingness to learn.</p> <p>Professionalism, ethics and interpersonal skills: Demonstrate reliability, integrity, responsibility, proper etiquette and ethical behavior.</p> | <p>Grades 9–10 RI.9-10.4 W.9-10.2 SL.9-10.1 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4 SL.11-12.1 L.11-12.1</p> |
| <p>Session Five: Know Your Work Priorities</p> <p>Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of being focused, proactive, and adaptable when exploring careers ▪ Rank work environment priorities as an anchor for making career planning decisions | <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> | <p>Social and Emotional Learning</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>Employability Skills Understanding career paths: Plan and navigate education/career paths aligned to personal goals.</p> <p>Cultural and global competence: Exhibit interpersonal and social skills that are respectful of cultural differences.</p> | <p>Grades 9–10 RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4 SL.11-12.1 L.11-12.1</p> |
| <p>Session Six: Know Who’s Hiring</p> <p>In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze requirements needed for high-growth industries, such as those offering STEM-related jobs ▪ Identify the education and training needed to be adaptable and competitive in the job market | <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability</p> | <p>Social and Emotional Learning</p> <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> <p>Employability Skills Adaptability and flexibility: Demonstrate flexibility in both roles and responsibilities, and exhibit preparedness to adapt to change as needed</p> | <p>Grades 9–10 W.9-10.1 L.9-10.1</p> <p>Grades 11–12 L.11-12.1</p> |

JA Career Success

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|---|--|---|--|
| <p>Session Seven: Know Your Personal Brand</p> <p>Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explore how to hunt for a job and the tools needed ▪ Determine choices they can make to create a positive personal brand as they build their careers | <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> | <p>Social and Emotional Learning</p> <p>A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges.</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>C1. 1.d Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others.</p> <p>D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p> <p>Employability Skills</p> <p>Understanding career paths: Plan and navigate education/career paths aligned to personal goals.</p> | <p>Grades 9–10</p> <p>RI.9-10.4,5 W.9-10.2 SL.9-10.1,2 L.9-10.1</p> <p>Grades 11–12</p> <p>RI.11-12.4,5 W.11-12.1,3,9 SL.11-12.1,2 L.11-12.1</p> |

JA Career Success Blended

| Session Descriptions | Social Studies Standards | CTE Standards: Business, Administrative Services, Finance and Marketing | Common Core ELA |
|--|---|---|--|
| <p>Welcome to the Workplace</p> <p>Students are onboarded by the Human Resources department on their first day at Orbit Boom, explore the employee handbook and organizational hierarchy, and set SMART goals for their internship.</p> <p>Students:</p> <ul style="list-style-type: none"> Examine a company's organizational hierarchy and cultural norms to adapt to the specific business environment. Establish SMART performance goals that align with the company's key success factors . | <p>Economics and Financial Literacy</p> <p>11. Income is determined by many factors including individual skills and abilities, work ethic and market conditions.</p> <p>Financial Literacy</p> <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.</p> | <p>Strand 1. Business Operations/21st Century Skills</p> <p>1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them.</p> | <p>Grades 9-10 RI 1.RI.4,RI.10 W.2b.e.f.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> <p>Grades 11-12 RI 1.RI.4,RI.10 W.2b.e.f.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> |
| <p>Workplace Decision Making</p> <p>Students are asked by the head of Information Services to evaluate communication platform options using a seven-step decision-making process and share their decision in a persuasive summary.</p> <p>Students:</p> <ul style="list-style-type: none"> Demonstrate self-direction by identifying credible sources, conducting research, and summarizing recommendations. Communicate recommendations using evidence for persuasion. | <p>American Government</p> <p>3. Issues can be analyzed through the critical use of credible sources.</p> | <p>Strand 1. Business Operations/21st Century Skills</p> <p>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</p> <p>1.2.1. Extract relevant, valid information from materials and cite sources of information.</p> <p>Deliver formal and informal presentations.</p> <p>1.2.5. Communicate information for an intended audience and purpose.</p> <p>1.2.9. Identify advantages and disadvantages involving digital and/or electronic communications.</p> | <p>Grades 9-10 RI 1.R2,RI.4,RI.10 W.1,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> <p>Grades 11-12 RI 1.R2,RI.4,RI.10 W.1.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> |

JA Career Success Blended

| Session Descriptions | Social Studies Standards | CTE Standards: Business, Administrative Services, Finance and Marketing | Common Core ELA |
|--|--------------------------|---|---|
| <p>Work Smart: Planning and Remote Collaboration</p> <p>Students work in groups to plan a company-wide remote meeting with a detailed timeline for the Executive team.</p> <p>Students:</p> <ul style="list-style-type: none"> Organize work priorities based on importance and urgency. Plan realistic pacing for tasks to self-manage time and productivity. Identify best practices for collaborating when working remotely. | NA | <p>Strand 1. Business Operations/21st Century Skills</p> <p>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</p> | <p>Grades 9-10 RI 1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL.5,SL6 L1,L2,L3,L4,L5,L6</p> <p>Grades 11-12 RI 1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,S L.6 L1,L2,L3,L4,L5,L6</p> |
| <p>Conflict Resolution in the Workplace</p> <p>Students role-play conflicts in the Logistics department and apply conflict management techniques through improvisation to resolve conflicts in the warehouse.</p> <p>Students:</p> <ul style="list-style-type: none"> Apply logic and reason to determine a win-win outcome for the team’s success. Express empathy and use active listening in a conflict resolution situation. | NA | <p>Strand 1. Business Operations/21st Century Skills</p> <p>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</p> <p>1.1.10. Adapt personal coping skills to adjust to taxing workplace demands.</p> <p>1.2.3. Identify and use verbal, nonverbal and active listening skills to communicate effectively.</p> <p>1.2.4. Use negotiation and conflict-resolution skills to reach solutions.</p> <p>1.2.7. Use problem-solving and consensus-building techniques to draw conclusions and determine next steps.</p> <p>1.2.10. Use interpersonal skills to provide group leadership, promote collaboration and work in a team.</p> | <p>Grades 9-10 RI 1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL.5,SL6 L1,L2,L3,L4,L5,L6</p> <p>Grades 11-12 RI 1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,S L.6 L1,L2,L3,L4,L5,L6</p> |

JA Career Success Blended

| Session Descriptions | Social Studies Standards | CTE Standards: Business, Administrative Services, Finance and Marketing | Common Core ELA |
|--|--|--|---|
| <p>Workplace Creativity</p> <p>Students collaborate to generate, narrow down, and elaborate on creative ideas for new products and services with the R&D department.</p> <p>Students:</p> <ul style="list-style-type: none"> • Invent creative and reasonable solutions using collaborative brainstorming techniques. • Present the creative idea clearly and briefly, highlighting the solution’s features and benefits. • Adjust the chosen solution based on business requirements and real-world limitations. | <p>Economics and Financial Literacy</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> | <p>Strand 1. Business Operations/21st Century Skills</p> <p>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</p> <p>1.8.2. Select and organize resources to develop a product or a service.</p> <p>1.8.3. Analyze the performance of organizational activities and reallocate resources to achieve established goals.</p> <p>1.8.4. Identify alternative actions to take when goals are not met (e.g., changing goals, changing strategies, efficiencies).</p> <p>1.10.4. Identify the company policies and procedures for initiating product and service improvements/</p> | <p>Grades 9-10 RI 1.R2,RI.4,RI.10 W.2,W.4,W.5,W.6 SL.1,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p>Grades 11-12 RI 1.R2,RI.4,RI.10 W.2.,W.4,W.5,W.6 SL.1,SL4,SL6 L1,L2,L3,L4,L5,L6</p> |

JA Career Success Blended

| Session Descriptions | Social Studies Standards | CTE Standards: Business, Administrative Services, Finance and Marketing | Common Core ELA |
|---|--|--|---|
| <p>Solving Work Problems</p> <p>Students analyze declining sales of a key software product. They identify the root cause and present findings to the Sales & Marketing department head.</p> <p>Students:</p> <ul style="list-style-type: none"> • Apply analytical thinking to research and identify the root cause of an issue. • Present a clear solution that conveys sound reasoning and directly addresses the root cause. | <p>Economics and Financial Literacy</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> | <p>Strand 1. Business Operations/21st Century Skills</p> <p>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</p> <p>1.2.6. Use proper grammar and expression in all aspects of communication.</p> <p>1.9.1. Create, analyze and interpret financial documents.</p> <p>1.10.1. Identify how the roles of sales, advertising and public relations contribute to a company's brand.</p> <p>1.10.2. Determine the customer's/client's needs and identify solutions and potential community resources.</p> <p>1.10.3. Communicate features, benefits and warranties of a product or service to the customer/client.</p> <p>1.10.6. Discuss the importance of correct pricing to support a product's or service's positioning in the marketing mix.</p> | <p>Grades 9-10 RI 1.R2,RI.4,RI.7 W.2,W.4,W.5,W.6 SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p>Grades 11-12 RI 1.R2,RI.4,RI.7 W.2.,W.4,W.5,W.6 SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> |
| <p>Crisis Management</p> <p>Students evaluate an existing contingency plan in the Production department and generate recommendations for improvement in an executive summary. They reassess their Session One goals, and Orbit Boom hires them.</p> <p>Students:</p> <ul style="list-style-type: none"> • Identify potential crises and plan appropriate risk responses for each situation (avoid, reduce, transfer, or accept). • Develop recommendations to revise an existing contingency plan to prepare for future problems. • Communicate the revised contingency plan accurately and briefly. • Reassess the original SMART goal based on the soft skills practiced in the simulated internship. | <p>Financial Literacy</p> <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.</p> | <p>Strand 1. Business Operations/21st Century Skills</p> <p>1.1.7. Apply problem-solving and critical-thinking skills to work-related issues when making decisions and formulating solutions.</p> <p>1.2.2. Deliver formal and informal presentations.</p> <p>1.2.13. Identify stakeholders and solicit their opinions.</p> <p>1.2.14. Use motivational strategies to accomplish goals.</p> <p>1.5.1. Describe how cultural understanding, cultural intelligence skills and continual awareness are Interdependent.</p> <p>1.8.7. Collect information and feedback to help assess the organization's strategic planning and policymaking processes.</p> <p>1.8.8. Identify routine activities for maintaining business facilities and equipment.</p> | <p>Grades 9-10 RI 1.R2,RI.4,RI.10 W.2,W.4, SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p>Grades 11-12 RI 1.R2,RI.4,RI.10 W.2.,W.4, SL.1,SL.2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|---|--------------------------|-----------------|---|
| <p>Meeting One: Start a Business</p> <p>Students are introduced to the JA Company Program experience, explore ways to raise capital for their business venture, and analyze their personal strengths to help inform their individual roles in their company project.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the JA Company Program overall objectives by reviewing the major milestones. • Describe the importance of setting goals and developing a vision as first steps toward entrepreneurial success. • Identify the roles and associated skill sets that are integral in a company structure. Assess personal strengths against the designated company roles to determine a potential business role. • Identify different means by which to raise capital for a start-up business. • Differentiate between facts and myths about entrepreneurs. • Reflect on personal and professional vision and set some immediate goals for becoming an entrepreneur. | | | <p>Grades 9–10 RI.9-10 2, 4, 6, 7, 10 SL.9-10.1-3 L.9-10.1, 2, 4, 5, 6</p> <p>Grades 11–12 RI.11-12. 2, 4, 6, 7, 10 SL.11-12. 1-3 L.11-12.1, 2, 4, 5, 6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|---|---|--|---|
| <p>Meeting Two: Solve a Customer’s Problem</p> <p>Students use creative problem solving to brainstorm ideas for a business service/product, with the goal of identifying their top choices to research.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe how brainstorming several ideas and then picking the best option will lead to creative problem solving. • Describe the Design Thinking model and the steps involved in the process. • Describe the advantages of applying the Design Thinking model to new ideas or problem solving. • Describe the Empathize, Define, and Ideate steps in the Design Thinking model. • Apply the Empathize, Define, and Ideate steps of the Design Thinking model to identify a customer need and some plausible solutions. | <p>Economics</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy.</p> | <p>Social and Emotional Learning</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions</p> <p>Employability Skills Creativity and innovation: Think creatively, work creatively with others and implement innovations.</p> <p>Critical thinking and problem solving: Reason effectively, make judgments and decisions, and solve problems.</p> <p>Cultural and global competence: Exhibit interpersonal and social skills that are respectful of cultural differences.</p> <p>Adaptability and flexibility: Demonstrate flexibility in both roles and responsibilities, and exhibit preparedness to adapt to</p> | <p>Grades 9–10 RI.9-10 2,4,7,10 W. 9-10 4 SL.9-10.1-5 L.9-10.1,2,4,5,6</p> <p>Grades 11–12 RI.11-12 2, 4,6,7,10 W.11-12 4 SL11-12.1-3 L.11-12.1-2</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|--|---|--|---|
| <p>Meeting Three: Evaluate the Options</p> <p>Students apply their personal entrepreneurial skills while exploring good decision making and vetting the viability of a venture, using a SWOT analysis tool to narrow their decision on their company’s final product idea.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain why innovation is an integral factor for a company’s health and growth. • Explain how failure leads to success and how using a growth mindset can provide the appropriate perspective in challenging situations. • Define the entrepreneurial mindset. • Describe the key characteristics that a successful entrepreneur embodies. • Explain the uses and benefits of a SWOT analysis for a start-up venture. • Apply a SWOT analysis to each product/service the company is considering. • Define the terms pivot and persevere related to business venture startups. • Use data to make informed decisions about the direction of the business. • Execute a final decision about whether to proceed with the team’s chosen product/service using data-informed decision making. • Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA. | <p>Economics</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <ul style="list-style-type: none"> • Using several sources of data, predict a trend, make an inference or arrive at a conclusion relating to an economic issue <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> | <p>Social and Emotional Learning</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> <p>Employability Skills</p> <p>Critical thinking and problem solving: Reason effectively, make judgments and decisions, and solve problems.</p> <p>Communication: Apply oral and written communication and active listening skills.</p> <p>Collaboration: Exercise flexibility and willingness to accept shared responsibility, and work with diverse teams.</p> | <p>Grades 9–10 RI.9-10 2,4,5,6,10 W.9-10 4,6,7,8,9,10 SL.9-10.1-4 L.9-10.1-6</p> <p>Grades 11–12 RI.11-12. 2.,4,6,10 W.11-12 4,6,7,8,9,10 SL.11-12. 1-4 L.11-12.1-6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|--|--|--|--|
| <p>Meeting Four: Create a Structure</p> <p>Students initiate the company’s structure by establishing roles, commence planning within business teams, and finalize capitalization decisions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the five functional roles of the company and the essential responsibilities of each role. • Relate the sections of the Business Snapshot with the business planning information necessary to identify for a start-up company. • Evaluate personal strengths aligned to each role and select team members for business teams. • Evaluate the different means for raising capital and select an option for the company’s start-up venture. • Identify essential tasks for different roles in the startup by drafting Business Team task lists for each functional role. • Discuss collaboration and communication strategies within and between business teams. | <p>Economics</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>7. A nation’s overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy.</p> | <p>Social and Emotional Learning</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>Employability Skills</p> <p>Communication: Apply oral and written communication and active listening skills.</p> <p>Collaboration: Exercise flexibility and willingness to accept shared responsibility, and work with diverse teams.</p> <p>Information literacy: Manage and evaluate information accurately and ethically.</p> | <p>Grades 9–10</p> <p>RI.9-10 2,4,10 W.9-10 4,6 SL.9-10.1,2,4,5 L.9-10.1-6</p> <p>Grades 11–12</p> <p>RI.11-12. 2,4,10 W.11-12 4,6 SL.11-12. 1,2,4,5 L.11-12.1-6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|--|---|--|--|
| <p>Meeting Five: Launch the Business</p> <p>Students explore corporate leadership roles and responsibilities, evaluate personal leadership skills, and elect leaders for the business venture. Then, they organize their business teams, start deep dives into business team roles, and complete work on the Business Snapshot and Company Charter.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate different leadership styles and the most positive leadership influence for companies in different situations. Assess personal leadership styles and reflect on what considerations might be important in decision making as a leader of a start-up company. Describe the significance of accountability as an entrepreneur and a student as it relates to a company venture and JA experience. Evaluate the different leader candidates, and elect people for the company leadership positions. Demonstrate basic business planning by completing the Business Snapshot which outlines all of the key elements to launch a business. Express the legal and social need for | <p>Economics</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> | <p>Social and Emotional Learning</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> | <p>Grades 9-10 RI.9-10.1,2,4,10 W.9-10.2 W.9-10.4-6 SL.9-10.1,3,4,5,6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |
| <p>Meeting Six: (Self-Guided) Finances</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of finance in a company. Explain the primary tasks and responsibilities of the finance team to understand this team’s role in company operations. | <p>Economics</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> | <p>Social and Emotional Learning</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> | <p>Grades 9-10 RI.9-10.1,2,4,7,10 W.9-10.2,4,8,9,10 SL.9-10.1-2 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2,4 W.11-12.5-6 SL.11-12.1-2 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|--|---|--|--|
| <p>Topic: Leadership and Management (Self-Guided)</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of leadership and management in a company. Explain the primary tasks and responsibilities of the Leadership and Management team to understand this team's role in company operations. | NA | <p>Social and Emotional Learning</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 RI.9-10.1-2 RI.9-10.4,10 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.2,4,10 SL.11-12.1-2 L.11-12.1-6</p> |
| <p>Topic: Marketing (Self-Guided)</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of marketing in a company Explain the primary tasks and responsibilities of the Marketing team to understand this team's role in company operations. | NA | <p>Employability Skills</p> <p>Communication: Apply oral and written communication and active listening skills.</p> <p>Collaboration: Exercise flexibility and willingness to accept shared responsibility, and work with diverse teams.</p> <p>Information literacy: Manage and evaluate information accurately and ethically.</p> | <p>Grades 9-10 RI.9-10.2,4,7,10 W.9-10.2,4,5,6,7,8,10 SL.9-10.1-6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,7,10 W.11-12.2 W.11-12.4-8 SL.11-12.1-6 L.11-12.1-6</p> |
| <p>Topic: Sales (Self-Guided)</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of sales in a company Explain the primary tasks and responsibilities of the Sales team to understand this team's role in company operations. | <p>Economics</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>6.Explain how competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> | <p>Employability Skills</p> <p>Math: Select and apply applicable mathematical concepts to solve problems and perform tasks.</p> | <p>Grades 9-10 RI.9-10.2,4,5,6,10 SL.9-10.1-6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,6,10 SL.11-12.1-6 L.11-12.1-6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|---|--|---|---|
| <p>Topic: Supply Chain Workflow (Self-Guided)</p> <p>Students will:</p> <p>Describe the function of a supply chain and the purpose of each link in the supply chain as it relates to company operations.</p> | <p>Economics</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> | <p>Employability Skills</p> <p>Collaboration: Exercise flexibility and willingness to accept shared responsibility, and work with diverse teams.</p> <p>Information literacy: Manage and evaluate information accurately and ethically.</p> | <p>Grades 9-10 RI.9-10.1,2,4,7,10 W.9-10. 4,7 SL.9-10.1-6 L.9-10.1,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4,7,10 W.11-12. 4,7,10 SL.11-12.1-6 L.11-12.1-4 L.11-12.6</p> |
| <p>Business Operations Over the course of several meetings, students launch their business, work in their business teams to run the business, and share weekly progress with Leadership. They have access to self-guided content to support their specific roles.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the five functional roles of the company and the essential responsibilities of each role. • Describe the steps involved in a company status update report. • Present status updates from each business team of the company. • Identify the purpose of each element of the Finance Workbook and when each will be used in company operations. • Establish a functional startup through completing tasks related to the management and running of | <p>Economics</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> | <p>Employability Skills</p> <p>Productivity: Set goals and priorities and manage time and projects: display punctuality; determination; and accuracy. Complete projects to the fulfillment of agreed-upon standards.</p> <p>Collaboration: Exercise flexibility and willingness to accept shared responsibility, and work with diverse teams.</p> <p>Information literacy: Manage and evaluate information accurately and ethically.</p> <p>Professionalism, ethics and interpersonal skills: Demonstrate reliability, integrity, responsibility, proper etiquette and ethical behavior.</p> | <p>Grades 9-10 RI.9-10.2,4,6,10 W.9-10.2,4,8-10 SL.9-10.1-6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,6,7,10 W.11-12.2,4,8,10 SL.11-12.1-6 L.11-12.1-6</p> |
| <p>Meeting Twelve: Liquidate the Company</p> <p>Students finalize their company's operations, initiate the steps necessary to liquidate their company's assets, and complete the steps to close out their company.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe the liquidation process for the company and the associated tasks. • Demonstrate the liquidation process of a business by executing the tasks to complete the student company. | <p>Economics</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> | <p>Employability Skills</p> <p>Communication: Apply oral and written communication and active listening skills.</p> <p>Collaboration: Exercise flexibility and willingness to accept shared responsibility, and work with diverse teams.</p> <p>Information literacy: Manage and evaluate information accurately and ethically.</p> | <p>Grades 9-10 RI.9-10.2,4,7,10 SL.9-10.1-4 L.9-10.1-4</p> <p>Grades 11-12 RI.11-12.2,4,10 SL.11-12.1-4 L.11-12.1-4</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|--|---|--|--|
| <p>Meeting Thirteen:</p> <p>Create a Personal Plan of Action</p> <p>Students recognize the necessity of networking as an entrepreneur and work on a personal action plan to develop their personal network and to refine their entrepreneurial skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of networking related to your business and overall entrepreneurial success. Execute an introductory plan to initiate networking by determining immediate people and organizations you can connect with. Execute a personal action plan to detail the next steps you will take in your entrepreneurial journey. | NA | <p>Social and Emotional Learning</p> <p>A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges.</p> <p>A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for postsecondary life.</p> <p>A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9-10 RI.9-10. 2,4,6,7,10 W.9-10. 4,6 SL.9-10 .1-2 L.9-10. 1-4,6</p> <p>Grades 11-12 RI.11-12. 2,4,6,7,10 SL.11-12.1-2 L.11-12.1-4,6</p> |
| <p>Meeting Fourteen:</p> <p>Develop an Annual Report (Optional)</p> <p>During this optional meeting, students create an annual report as a summary of their student company experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe an annual report and its purpose. Develop a summary annual report project to complete the business | <p>Economics</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> | <p>Social and Emotional Learning</p> <p>D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 RI.9-10. 2,4,6,10 W.9-10. 2,4-10 SL.9-10 .1-2, 4-6 L.9-10. 1-6</p> <p>Grades 11-12 RI.11-12. 2,4,6,10 W.11-12. 2, 4-10 SL.11-12.1-2,4-6 L.11-12.1-6</p> |

JA Excellence Through Ethics

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|--|--|---|
| <p>Day of the Visit</p> <p>A business professional volunteer will speak to the students about ethics and lead self-assessment and ethics scenario activities.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define ethics. • Evaluate personal values in ethical dilemmas. • Articulate and identify the steps necessary to make ethical decisions. • Recognize the importance of identifying and understanding personal values as a means of avoiding unethical choices. | <p>American Government</p> <p>Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.</p> <p>3. Issues can be analyzed through the critical use of credible sources.</p> <p>4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.</p> | <p>A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support.</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> | <p>Grades 9-10 W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p>Grades 11-12 W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p> |
| <p>Reflection Activity (Optional)</p> <p>Students will reflect and discuss their learnings after interacting with a local business professional.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Reflect on what they learned during their volunteer visit. • Begin to understand ethical choices beyond the perspective of what they read in books. • Give thoughtful consideration to “right” and “wrong” choices and examination of personal beliefs. • Self-examine to develop a personal awareness of values to begin to see the disconnect between their words and actions. • Strengthen the belief that ethics is an active ethos and start to develop a deeper commitment to living ethically. | <p>NA</p> | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths.</p> <p>A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for postsecondary life.</p> <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> <p>D2. 3.d Develop techniques to empower, encourage and affirm oneself and others,</p> | <p>Grades 9-10 W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p>Grades 11-12 W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p> |
| <p>Extended Learning Opportunities (Optional)</p> <p>Students can log on to the JA My Way website to learn more about ethics or have a debate about an ethical dilemma.</p> <ul style="list-style-type: none"> • Learn more about ethics. | <p>NA</p> | <p>D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p>Grades 11-12 W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p> |

JA High School Heroes

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|---|--|--|---|
| <p>Effective Civic Leadership.</p> <p>Students explore the importance of leadership skills and the value of community involvement. They learn the importance of communication and conflict-management skills to achieve group goals.</p> <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify qualities of a leader. Recognize the role of civic leadership in a community. Develop conflict-resolution skills. | <p>Economics and Financial Literacy D3. 2.d Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety</p> | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals. A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support. D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals. D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining</p> | <p>Grades 9-10 RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |
| <p>Presentation Skills and Classroom Management</p> <p>Students learn effective presentation techniques to get an audience’s attention and keep it. They gain insight into classroom dynamics to assist with managing elementary school students when in that environment.</p> <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> Use strong presentation skills to communicate effectively. Develop classroom management practices. Recognize and use techniques that further teamwork and achieve group goals. | <p>American Government</p> <p>Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.</p> <p>3. Issues can be analyzed through the critical use of credible sources.</p> <p>4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.</p> | <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation. C2. 2.d Engage in civic duties and opportunities within the broader community. E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |
| <p>Critical Thinking and Problem Solving</p> <p>Students advance their critical thinking skills so that they can adapt quickly to new circumstances and develop successful solutions to problems.</p> <p>Objectives</p> <p>Students will:</p> <ul style="list-style-type: none"> Use a problem-solving technique to solve personal and professional problems. Apply critical-thinking skills to work-based problems. Recognize that decisions have consequences. | <p>American Government</p> <p>Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.</p> <p>3. Issues can be analyzed through the critical use of credible sources.</p> <p>4. The processes of persuasion, compromise, consensus building and negotiation contribute to the democratic process.</p> | <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ. C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions. E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |

JA High School Heroes

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|---|--|--|---|
| <p>Reflection Students share their JA High School Heroes experience and learn about its relevance to their futures. They complete a self-assessment designed to reiterate lessons about leadership, presentations, and critical thinking.</p> <p>Objectives Students will:</p> <ul style="list-style-type: none"> • Implement objective criteria to self-evaluate • Recognize the value of constructive feedback and the growth mind-set • Develop a personal action plan. | <p>American Government</p> <p>Democratic government is enhanced when individuals exercise the skills to effectively participate in civic affairs.</p> <p>3. Issues can be analyzed through the critical use of credible sources.</p> | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges.</p> <p>A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths.</p> <p>A4. 1.d Demonstrate internalization of personal responsibility and being accountable as one prepares for postsecondary.</p> <p>A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges life.</p> <p>B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success.</p> <p>C2. 4.d Evaluate the impact of personal involvement in an activity to improve school, home, community and world.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9-10 RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |

JA It's My Job (Soft Skills)

| Session Descriptions | Employability Skills | Social and Emotional Learning Standards | Common Core ELA |
|--|---|--|---|
| <p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of manners as an element of professionalism. Identify language and style appropriate for the workplace. Listen actively for content, not to anticipate response. | <p>Literacy: Read and understand relevant academic and technical texts.</p> <p>Communication: Apply oral and written communication and active listening skills.</p> | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges.</p> <p>D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p> | <p>Grades 9-10 RI.9-10.1,4,11 SL.9-10.1-3 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</p> |
| <p>Applications and Resumes</p> <p>This session covers job applications and resumes, two written methods of applying for a job. Students examine both documents and begin to think about how to adapt their experiences, skills, and achievements to the applicable template to present themselves to a potential employer.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify information necessary for a job application. Recognize key features and formatting of resumes. Use appropriate language for a resume. | <p>Communication: Apply oral and written communication and active listening skills.</p> <p>Professionalism, ethics and interpersonal skills: Demonstrate reliability, integrity, responsibility, proper etiquette and ethical behavior.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9-10 RI.9-10.2 W.9-10.2,4,6 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.2 W.11-12.2,4,6 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</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 complete an activity and track their accomplishments in a "brag sheet."</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify appropriate content for a personal brag sheet Adapt personal information to interview situations. Develop answers to common interview questions. Recognize appropriate professional dress and demeanor for a job interview. | <p>Communication: Apply oral and written communication and active listening skills.</p> <p>Professionalism, ethics and interpersonal skills: Demonstrate reliability, integrity, responsibility, proper etiquette and ethical behavior.</p> | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>D1. 2.d Apply constructive feedback to strengthen connections and achieve common goals.</p> | <p>Grades 9-10 RI.9-10.2 W.9-10.2,4,6 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p> |

JA It's My Job (Soft Skills)

| Session Descriptions | Employability Skills | Social and Emotional Learning Standards | Common Core ELA |
|---|---|---|--|
| <p>Cell Phones in the Workplace</p> <p>This session covers communication methods to ensure workplace success, focusing on using cell phones in the workplace. A required activity covers cell phone etiquette, plus there are three additional activities from which to choose.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. Identify the effects of inappropriate usage of cell phones in the workplace. Adapt cell phone behavior and functions for professional uses. Recognize and apply appropriate texting style for communicating in the workplace. | <p>Communication: Apply oral and written communication and active listening skills.</p> <p>Professionalism, ethics and interpersonal skills: Demonstrate reliability, integrity, responsibility, proper etiquette and ethical behavior.</p> <p>Information literacy: Manage and evaluate information accurately and ethically.</p> <p>ICT (information, communications and technology) Knowledge: Use technology effectively and appropriately.</p> | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals.</p> | <p>Grades 9-10 RI.9-10.2 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p> |
| <p>Workplace Communication</p> <p>This session covers communication methods in the workplace. Activities focus on appropriate tone and topics for the workplace and communication strategies for collaborating effectively.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify and use an appropriate professional tone in workplace communication. Identify appropriate and inappropriate subjects for workplace discussion. Enable cooperative and productive group interactions. Communicate to solve problems collaboratively and respectfully. | <p>Communication: Apply oral and written communication and active listening skills.</p> <p>Professionalism, ethics and interpersonal skills: Demonstrate reliability, integrity, responsibility, proper etiquette and ethical behavior. Collaboration: Exercise flexibility and willingness to accept shared responsibility, and work with diverse teams.</p> | <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> | <p>Grades 9-10 RI.9-10.2 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p> |
| <p>Workplace Writing</p> <p>This session covers the basics of professional writing. Included are activities that allow students to practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use proper spelling, grammar, and punctuation in the workplace. List best practices for effective business writing. Use clear language and appropriate style for written communication in the workplace. Identify important ideas and express them clearly and concisely in writing. | <p>Literacy: Read and understand relevant academic and technical texts.</p> <p>Productivity: Set goals and priorities and manage time and projects: display punctuality; determination; and accuracy. Complete projects to the fulfillment of agreed-upon standards</p> <p>Communication: Apply oral and written communication and active listening skills.</p> | <p>NA</p> | <p>Grades 9-10 RI.9-10.2 W.9-10.2,4,6,10 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 W.11-12.2,4,6,10 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p> |

JA Job Shadow

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|--|---|---|
| <p>Session One: Before the Hunt</p> <p>Students are introduced to the <i>JA Job Shadow</i> program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interest, work priorities, and job outlook.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize career clusters that match their skills and interests Demonstrate self-awareness of their soft skills in work scenarios | <p>Financial Literacy</p> <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability</p> <ul style="list-style-type: none"> Explore individual interests and skill sets to identify potential careers and opportunities to pursue. | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>C1. 2.d Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> | <p>Grades 9–10 RI.9-10.1 W.9-10.7 SL.9-0.1 L.9-10.4</p> <p>Grades 11–12 RI.11-2.1 SL.11-2.1 L.11-12.4</p> |
| <p>Session Two: Perfect Match</p> <p>Students review the Seven Steps to Get Hired and Succeed and analyze job hunting skills. They then participate in mock interviews to prepare for the Job Shadow Challenge at the site visit.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review methods of identifying job openings Demonstrate professional interviewing skills Express expectations for the upcoming site visit | <p>Financial Literacy</p> <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability</p> <ul style="list-style-type: none"> Explore individual interests and skill sets to identify potential careers and opportunities to pursue. | <p>A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9–10 W.9-10.4-5 W.9-10.7 SL.9-10.1 L.9-10.1,3 L.9-10.4</p> <p>Grades 11-12 W.11-12.2,7 SL.11-12.1 L.11-12.3 L.11-12.4</p> |
| <p>Session Three: Get Hired– Collaboration and Creativity</p> <p>Students reflect on what they learned before and during the site visit, and practice business communication by composing a thank-you note. They create one of four career preparation tools: career assessment, elevator pitch, resume, or infographic profile.</p> <ul style="list-style-type: none"> Evaluate personal priorities based on their site visit experience Showcase identified skills Apply program knowledge to at least one of four career preparation tools: career assessment, elevator pitch, resume, or infographic profile | <p>Financial Literacy</p> <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability</p> <ul style="list-style-type: none"> Explore individual interests and skill sets to identify potential careers and opportunities to pursue. | <p>A2. 1.d Practice using personal strengths in pursuit of post-secondary goals.</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9–10 W.9-10.4-5 W.9-10.7 SL.9-10.1,4 L.9-10.1 L.9-10.3-4</p> <p>Grades 11-12 W.11-12.4-5 W.11-12.7 SL.11-12.1,4 L.11-12.1 L.11-12.3-4</p> |

JA Job Shadow Blended Model

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|--|--|--|---|
| <p>Session One: Finding Your Future</p> <p>In this session, students are introduced to the Design for Delight innovation model and how to use it for career planning. They examine career options and pathways in relation to their skills and interests, to allow them to choose potential occupations to explore.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the three Design for Delight innovation principles. ▪ Correlate the Design for Delight innovation principles to the development of a personal career plan. ▪ Explain career clusters and their relationship to career pathways, industries, and careers. | <p>Financial Literacy</p> <p>2. Financial responsibility involves lifelong decision-making strategies which include consideration of alternatives and consequences.</p> <ul style="list-style-type: none"> • Explain how education and career decisions affect incomes and job opportunities. | <p>Social and Emotional Learning</p> <p>B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> <p>Employability Skills</p> <p>Understanding career paths: Plan and navigate education/career paths aligned</p> | <p>Grades 9-10 RI.9-10.2,4,6 W.9-10.7 SL.9-10.1-4 L.9-10.1-4</p> <p>Grades 11-12 RI.11-12.2,4,8 W.11-12.7 SL.11-12.1-4 L.11-12.1-4</p> |
| <p>Session Two: Career Exploration & Informational Interviews</p> <p>In this session, students work with a partner to explore their top three career choices and explain how they made their selections. They learn what an informational interview is and how to conduct one with a professional contact to learn more about a career of interest, and they prepare for a site visit.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze which career options most closely relate to their interests, strengths, and skills. ▪ Describe informational interviews and their relevancy to personal career exploration. ▪ Develop questions for informational interviews to identify preferable careers. ▪ Practice positive interview techniques and etiquette. ▪ Research local individuals working in preferable careers. (optional) | <p>Financial Literacy</p> <p>4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances, etc. Workers can experience dramatic income dips and spikes from month to month.</p> | <p>Employability Skills</p> <p>Understanding career paths: Plan and navigate education/career paths aligned to personal goals.</p> <p>Communication: Apply oral and written communication and active listening skills.</p> | <p>Grades 9-10 RI.9-10.1,2,4, W.9-10.4,6 SL.9-10.1-6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 W.11-12.4,6 SL.11-12.1-6 L.11-12.1-6</p> |

JA Job Shadow Blended Model

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|---|--------------------------|--|--|
| <p>Session Three: Job Site Visit</p> <p>In this session students attend a workplace site visit. They see presentations about the company, conduct informational interviews, and participate in a series of challenges. A detailed itinerary is in the JA Job Shadow Site Coordinator Guide.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe and analyze a company’s presentations to discern business mission, values, and functions. ▪ Make ethical decisions related to a business scenario. ▪ Conduct informational interviews. ▪ Relate what was learned from a workplace visit to a personal career path. | NA | <p>Social and Emotional Learning</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>Employability Skills Initiative: Work independently; demonstrate resourcefulness, curiosity and willingness to learn.</p> <p>Professionalism, ethics and interpersonal skills: Demonstrate reliability, integrity, responsibility, proper etiquette and ethical behavior.</p> | <p>Grades 9-10 RI.9-10.1,2,4 SL.9-10.1,2,3,6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 SL.11-12.1,2,3,6 L.11-12.1-6</p> |
| <p>Session Four: Site Visit Reflection</p> <p>In this session students reflect on their site visit and write a thank you note to their hosts and any informational interview subjects. They create a resume and an online professional profile.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal career plan ▪ Create a resume. ▪ Research local individuals working in preferable careers. (optional) ▪ Create an online job search profile. ▪ Write thank you notes | NA | <p>Social and Emotional Learning</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>Employability Skills Reflection: Reflect on experiences through creation of a personal portfolio.</p> | <p>Grades 9-10 RI.9-10.2,4,6 W.9-10.3,4,6 SL.9-10.1-4 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,8 W.11-12.2,4,6 SL.11-12.1-4 L.11-12.1-6</p> |
| <p>Session Five: Interviewing for a Job</p> <p>In this session students learn how to behave professionally and answer questions on job interviews, and they practice interviewing for a job. They explore how to secure a job shadow placement.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify common interview mistakes. ▪ Investigate common job interview formats. ▪ Practice job interviews from both the employer’s and applicant’s perspectives. ▪ Prepare for job interview. ▪ Plan and obtain job shadow commitment. | NA | <p>Social and Emotional Learning</p> <p>D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>Employability Skills Communication: Apply oral and written communication and active listening skills.</p> <p>Professionalism, ethics and interpersonal skills: Demonstrate reliability, integrity, responsibility, proper etiquette and ethical behavior.</p> | <p>Grades 9-10 RI.9-10.2,4 SL.9-10.1-6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 SL.11-12.1-6 L.11-12.1-6</p> |

JA Job Shadow Blended Model

| Session Descriptions | Social Studies Standards | Other Standards | Common Core ELA |
|---|--------------------------|---|--|
| <p>Session Six: Job Shadow Prep</p> <p>In this session students prepare for their job shadow experience by developing questions to ask of their job shadow subjects, learning about appropriate workplace behavior, and researching the companies where they will spend time.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Research the job shadow subject’s company, employees, and industry. ▪ Develop questions for the job shadow experience. ▪ Distinguish between appropriate and inappropriate workplace behavior. ▪ Assess personal preparedness for the job shadow experience. | NA | <p>Social and Emotional Learning</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>Employability Skills Professionalism, ethics and interpersonal skills: Demonstrate reliability, integrity, responsibility, proper etiquette and ethical behavior.</p> <p>Cultural and global competence: Exhibit interpersonal and social skills that are respectful of cultural differences.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.4,6,7 SL.9-10.1,2,4,6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,8 W.11-12.4,6,7 SL.11-12.1,2,4,6 L.11-12.1-6</p> |
| <p>Session Seven: Job Shadow Experience</p> <p>In this session students visit a workplace and participate in an independent job shadow experience with the host(s) they identified.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Complete a job shadow experience. ▪ Observe and analyze a workplace to evaluate relevancy to personal career plan. ▪ Adapt behavior to a work environment ▪ Develop professional networking contacts | NA | <p>Social and Emotional Learning</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 RI.9-10.2,4 SL.9-10.1,2,3,6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 SL.11-12.1,2,3,6 L.11-12.1-6</p> |
| <p>Session Eight: Job Shadow Reflection & Career Planning</p> <p>In this session students reflect on their job shadow experience and write up their notes. They analyze the relevance of the company and jobs they observed to their own career path plans and consider next steps.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze job shadow experience. ▪ Re-evaluate personal career plan. ▪ Demonstrate appropriate workplace etiquette. | NA | <p>Social and Emotional Learning</p> <p>A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> <p>Employability Skills Planning: Develop and implement a personalized student-learning plan.</p> <p>Reflection: Reflect on experiences through creation of a personal portfolio.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.3,4,6 SL.9-10.1,2,3,6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,8 W.11-12.2,4,6 SL.11-12.1,2,3,6 L.11-12.1-6</p> |

JA Personal Finance 2.0

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|--|--|
| <p>Session One: Earning, Employment, and Income</p> <p>Students learn that healthy personal finances require planning and managing. They begin to analyze the financial implications of their educational and career choices as a basis for understanding the relationship between earnings and personal finance. Students also explore how their decisions can affect other people with whom they have relationships and practice using healthy behaviors to discuss shared financial decisions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain how values, priorities, and educational goals can affect career decisions. • Identify employment options that align with your priorities and values. • Recognize how your financial decisions can affect others. | <p>Financial Literacy</p> <p>2. Financial responsibility involves lifelong decision-making strategies which include consideration of alternatives and consequences.</p> <ul style="list-style-type: none"> • Explain how education and career decisions affect incomes and job opportunities. <p>3. Competencies, commitment, competition, training, work ethic, abilities and attitude are all factors impacting one’s earning potential and employability.</p> <ul style="list-style-type: none"> • Identify how various training and education options beyond high school can further one’s employability. • Explore individual interests and skill sets to identify potential careers and opportunities to pursue. | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9-12</p> <p>9-12.RI.4 9-12.RI.6 9-12.W.3-4 9-12.SL.1-3 9-12.L.1-4</p> |
| <p>Session Two: Budgeting</p> <p>Students investigate the importance of budgeting and how to plan for staying within a budget. They review characteristics of a healthy relationship and explore how shared budgeting creates opportunities to talk about equality, independence, and respect.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize the importance of making and keeping a budget or spending plan. • Identify categories of expenses on a budget. • Explain how to use a budget to clarify shared financial decisions with another person. • Prioritize expense categories on a budget. | <p>Financial Literacy</p> <p>6. Financial responsibility includes the development of a spending and savings plan (personal budget).</p> <ul style="list-style-type: none"> • Devise a budget for current short- and long-term goals, income and expenses. Identify factors that could force an individual to change his or her budget. | <p>D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p> <p>C4. 1.d Evaluate how societal and cultural norms influence personal interactions.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.W.4 9-12.SL.1-3 9-12.L.1-4</p> |

JA Personal Finance 2.0

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|--|---|--|
| <p>Session Three: Savings</p> <p>Students analyze the role that saving plays in their personal finances. They explore how having a healthy savings plan is necessary in all phases of life but is especially critical for big-ticket items and emergencies. Students learn how to apply communication strategies when discussing financial issues.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize reasons for saving. Explain how saving can help you earn interest instead of paying interest. Use strategies to achieve a saving goal. Recognize unhealthy relationship behaviors related to saving. | <p>Financial Literacy</p> <p>7. Financial institutions offer a variety of products and services to address financial responsibility.</p> <ul style="list-style-type: none"> Evaluate products and services from financial institutions that a student might use, such as a checking and savings account, and discuss advantages and disadvantages of different products. | <p>D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-12</p> <p>9-12.RI.4 9-12.RI.6 9-12.W.3-4 9-12.SL.1-2 9-12.SL.4 9-12.L.1-4</p> |
| <p>Session Four: Credit and Debt</p> <p>Students analyze the importance of credit and the outcomes of wise and poor use of credit. They examine the potential consequences of sharing credit or cosigning for loans.</p> <p>Students will:</p> <ul style="list-style-type: none"> Differentiate between credit and debt. Recognize the factors that affect an individual’s credit score and credit history. Recognize the consequences of a low credit score. Recognize the impact of sharing credit cards or cosigning for loans. | <p>Financial Literacy</p> <p>21. Effectively balancing credit and debt helps one achieve some short and long-term goals.</p> <ul style="list-style-type: none"> Discuss steps a consumer can take to get and keep a high credit score. Discuss factors that will reduce credit scores. | <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.SL.1-3 9-12.L.1 9-12.L.3-4</p> |
| <p>Session Five: Consumer Protection</p> <p>Students explore consumer protection basics, including how to avoid scams, manage their money, use credit and loans carefully, and protect their personal information. They learn some of the risks associated with sharing finances with others.</p> <p>Students will:</p> <ul style="list-style-type: none"> List ways to protect online information. Recognize how a credit report can help identify suspicious activity related to your finances. Recognize risks involved with sharing finances. | <p>Financial Literacy</p> <p>12. Consumer advocates, organizations and regulations provide important information and help protect against potential consumer fraud.</p> <ul style="list-style-type: none"> Identify ways consumers can identify fraud and protect themselves from becoming a victim of fraud. Identify a consumer protection law and explain why it was developed and how it serves to protect individuals from fraud and potential loss | <p>D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.W.4 9-12.SL.1 9-12.SL.3-4 9-12.L.1-4</p> |

JA Personal Finance 2.0

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|---|---|
| <p>Session Six: Smart Shopping</p> <p>Students learn about comparison shopping and participate in a simulated shopping experience. They explore communicating with other people about consumer behaviors and shared shopping. A volunteer or the teacher can introduce and wrap up the session.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the factors necessary for making an informed purchase. Compare and contrast prices and data when making a purchase decision. Calculate savings gained through smart shopping. | <p>Financial Literacy</p> <p>11. An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.</p> <ul style="list-style-type: none"> Explain the many factors a consumer considers before purchasing goods or services. | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-12</p> <p>9-12.RI.4 9-12.RI.6 9-12.SL.2 9-12.L.3</p> |
| <p>Session Seven: Risk Management</p> <p>Students practice applying appropriate risk management strategies in scenarios and learn how to discuss risk management and manage the risks associated with shared financial choices.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the risk of financial loss as an everyday reality for everyone. Recognize risk management strategies and apply them appropriately. Understand the role of personal responsibility in preventing financial loss. | <p>Financial Literacy</p> <p>24. A risk management plan can protect consumers from the potential loss of personal and/or business assets or income.</p> <p>27. A comprehensive insurance plan (health, life, disability, auto, homeowners, renters, liability, etc.) serves as a safeguard against potential loss.</p> | <p>D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6</p> |
| <p>Session Eight: Investing</p> <p>Students explore the difference between saving and investing, the advantages and potential returns of investing, and common types of investment products. Students also learn about various types of investment risks and self-assess their personal investment risk tolerance and communication with others about shared investments.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate investments with different levels of risk and reward. Describe the role that compound interest plays in wealth over time. Recognize that investment options carry different levels of risk and reward. Analyze the risk tolerances for different investment strategies. Recognize the importance of practicing healthy relationship behaviors in shared | <p>Financial Literacy</p> <p>16. Using key investing principles, one can achieve the goal of increasing net worth.</p> <ul style="list-style-type: none"> Devise a plan to increase net worth given a predetermined amount of money. <p>17. Investment strategies must take several factors into consideration including the time horizon of the investment, the degree of diversification, the investor's risk tolerance, how the assets are selected and allocated, product costs, fees, tax implications and the time value of money.</p> | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>D2. 3.d Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships.</p> <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> | <p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.SL.1 9-12.SL.2 9-12.SL.3 9-12.SL.4 9-12.L.4</p> |

JA Take Stock in your Future

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|---|--|--|---|
| <p>Session One: Understanding Stocks</p> <p>Students are introduced to the foundational concepts of stocks and the stock market through the analysis of an authentic, real-time stock market report. Then, they practice selecting stocks from a fictitious market to develop a portfolio.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Distinguish between private and public companies. ▪ Explain how and why people invest in corporations when they purchase stocks. ▪ Identify why companies issue stock. ▪ Explain how stocks can increase and decrease in value. ▪ Identify the steps in the process for buying | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> <p>19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 RI.9-10.1,2,4 SL.9-10.1,2,3 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.1,2,4 SL.11-12.1-3 L.11-12.1-6</p> |
| <p>Session Two: Stock Trading</p> <p>Students explore how stocks are traded, how stock prices are affected by current events, and how investors make investment decisions and diversify their portfolios. Students are introduced to stock indexes/averages and stock tables, and they practice buying, selling, or holding stocks from their fictitious stock portfolio.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Discuss the impact that economic events have on stock prices and supply and demand. ▪ Analyze the data in a stock table. ▪ Practice following the process for buying and selling stocks on the stock market. | <p>Economics and Financial Literacy</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> <p>19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | <p>D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals.</p> <p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> | <p>Grades 9-10 RI.9-10.2,4,6 SL.9-10.1-3 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,6,7 SL.11-12.1-3 L.11-12.1-6</p> |

JA Take Stock in your Future

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|--|---|
| <p>Session Three: Exploring Dividends</p> <p>Students analyze today’s stock market and explore the concept of dividends. Students analyze their fictitious stock portfolio and calculate their dividend payments.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze how current events are affecting stock prices. ▪ Demonstrate an understanding of how cash dividends are earned and calculated. ▪ Evaluate the success of a fictitious stock portfolio in relation to market events. | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> <p>19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> | <p>Grades 9-10 RI.9-10.2,4 SL.9-10.1-2 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 SL.11-12.1 L.11-12.1-6</p> |
| <p>Session Four: Best-in-Class Competition</p> <p>Students put their new stock market knowledge and skills into practice as they compete to win an in-class competition. This session is designed to be flexible based on students’ grade level and experience, plus the online stock market simulation tool selected by local JA Areas.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Implement knowledge of how to buy and sell stocks. ▪ Apply knowledge of how current events can impact stock prices. ▪ Evaluate the possible trade-off for each stock decision, prior to committing to the decision. ▪ Communicate and collaborate effectively within a team to successfully implement game strategies. | <p>Economics and Financial Literacy</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> <p>19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges</p> | <p>Grades 9-10 RI.9-10.2,4,6 SL.9-10.1,2,3 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,6 SL.11-12.1-3 L.11-12.1-6</p> |

JA Take Stock in your Future

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|--|---|--|
| <p>Session Five: Planning for the Future</p> <p>Students reflect on the experience of participating in the in-class competition and/or the JA Stock Market Challenge event and connect the simulations to the real world. They conclude the program by developing their own.</p> <p>Students will:</p> <ul style="list-style-type: none"> Compare and contrast real vs. simulated stock markets Identify various asset classes and assess the risks of each Develop a personal financial plan Reflect on your learning and growth throughout the program | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> | <p>E4. 3.d Anticipate and plan for transitions in post-secondary life.</p> <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.2,4,5,6 SL.9-10.1,2,4 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 SL.11-12.1,2,3,4 L.11-12.1-6</p> |
| <p>Extension: Analyzing Initial Public Offerings (IPOs)</p> <p>Students learn some of the factors that investors consider when selecting an IPO for investment.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the factors to consider when deciding whether to invest in an IPO | <p>Economics and Financial Literacy</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> | <p>NA</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6,7 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 W.11-12.4,6,7. L.11-12.1-6</p> |
| <p>Extension: Comparing Investment Channels</p> <p>Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method.</p> <p>Students will:</p> <ul style="list-style-type: none"> Compare the advantages and disadvantages of buying and selling investments through various channels. | <p>Economics and Financial Literacy</p> <p>Different costs and benefits are associated with saving and investing alternatives.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 RI.9-10.1,4 W.9-10.4,6 L.9-10.3-6</p> <p>Grades 11-12 RI.11-12.1,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |

JA Take Stock in your Future

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|--|---|
| <p>Extension: Data Gathering</p> <p>Students learn where investors can find detailed information about companies and how to evaluate each source of information.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify what resources investors use to make informed investment decisions. Express why investors research companies before making investment decisions. | <p>Economics and Financial Literacy</p> <p>1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p> | <p>NA</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |
| <p>Extension: Diversification and Risk</p> <p>Students learn that, even though individual investors may have different risk tolerances, smart investors always seek to minimize their risk by diversifying their portfolios.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify different levels of risk tolerance. Express how and why investors use diversification to minimize risk. | <p>Economics and Financial Literacy</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> <p>19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p> |
| <p>Extension: Evaluating Your Financial Plan</p> <p>Students learn how to review their financial plans and select investments that meet stated goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review and evaluate their financial plans. Select possible investments that meet the goals of the financial plan. | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> <p>14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.2,4,6,7 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.2,4,6 L.11-12.1,2,4,6</p> |

JA Take Stock in your Future

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|--|--|---|
| <p>Extension: Factors That Influence Stock Prices</p> <p>Students learn the basics of supply and demand in the stock market, explore factors that impact stock price, and read and respond to scenarios related to determining stock price.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain how supply and demand govern the price of a stock when it is traded on a stock market. Describe the factors that can influence stock price. | <p>Economics and Financial Literacy</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> | <p>NA</p> | <p>Grades 9-10 RI.9-10.1,2,4 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 L.11-12.1,2,4,6</p> |
| <p>Extension: Financial Watchdogs</p> <p>Students learn about several groups who oversee the financial sector, set and enforce the policies and laws regulating it, and protect investors.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the protections provided to investors by market regulatory agencies that oversee financial markets, products, and professionals. | <p>American Government</p> <p>14. In the United States, people have rights that protect them from undue governmental interference. Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.</p> <p>Economics and Financial Literacy</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> | <p>NA</p> | <p>Grades 9-10 RI.9-10.1,2,4 SL.9-10.2,4 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4,7 SL.11-12.2,4 L.11-12.1,2,4,6</p> |
| <p>Extension: Investing for the Long Term</p> <p>Students learn why investing over the long-term offers the best path toward success in the market and why day trading can be fraught with risk.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the value of and benefits associated with long-term investments. Express the risks associated with day trading and short-term investments. | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits. 14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> <p>A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |

JA Take Stock in your Future

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|--|---|--|---|
| <p>Extension: My Stock Portfolio</p> <p>This student self-guided activity enables students to practice what they have learned about investing as they research, select, and track real stocks on the stock market using an initial imaginary investment of \$10,000. This activity has no time limit, and students may track and adjust their portfolios for as long as they'd like. You might want to set time parameters on this project, such as a month, six weeks, or some other period of time that makes sense for students to be able to track their portfolios.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply research-based investment decisions. Practice following the process for buying and | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> <p>14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> <p>E4. 2.d Embrace productive struggle as an opportunity for personal growth.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.6-9 L.9-10.1,2,3,4,6</p> <p>Grades 11-12 RI.11-12.2,4 W.11-12.6-9 L.11-12.1,2,3,4,6</p> |
| <p>Extension: Preparing for the JA Stock Market Challenge</p> <p>Students learn about the JA Stock Market Challenge and review the big ideas about stocks and the stock market.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review the big ideas about investing, specifically stocks and stock trading. Prepare for the JA Stock Market Challenge. | <p>Economics and Financial Literacy</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> <p>19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | <p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> <p>B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation.</p> | <p>Grades 9-10 RI.9-10.1,2,4,7 SL.9-10.2,4 L.9-10.1,2,3,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4,7 SL.11-12.2,4 L.11-12.1,2,4,6</p> |
| <p>Extension: Private vs. Public Companies</p> <p>Students learn the basics of company ownership models using a pizza business scenario. They explore the advantages and disadvantages for a company of remaining private or becoming publicly owned.</p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the differences between private and public companies as they relate to company ownership. Explain why a company would remain private or go public. | <p>Economics and Financial Literacy</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> <p>19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | <p>E3. 1.d Demonstrate respect and integrity in all settings during the decision-making process.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |

JA Take Stock in your Future

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA |
|---|---|--|--|
| <p>Extension: Setting Stock Prices & Trading Stock</p> <p>Students learn why public companies sell stock, what happens during a company’s initial public offering, and how stocks are traded on a stock exchange.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify how a stock’s price is set during a company’s initial public offering. Identify the steps in the process for buying and selling stocks on a stock exchange. | <p>Economics and Financial Literacy</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.18. Different costs and benefits are associated with saving and investing alternatives.</p> <p>19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | NA | <p>Grades 9-10 RI.9-10.1,2,4 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 L.11-12.1,2,4,6</p> |
| <p>Extension: Smart Investing</p> <p>Students learn the basics of stock market investing, read and respond to scenarios about investing, and are introduced to three investing strategies.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize basic principles of investing in stocks. List strategies for smart investing. | <p>Economics and Financial Literacy</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> <p>18. Different costs and benefits are associated with saving and investing alternatives. 19. Banks, brokerages and insurance companies provide access to investments such as certificates of deposit, stocks, bonds and mutual funds.</p> | <p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> <p>A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 SL.9-10.2,3 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 SL.11-12.2,3 L.11-12.1,2,4,6</p> |
| <p>Extension: Taxes and the Stock Market</p> <p>Students learn about short- and long-term capital gains and the ways in which they are taxed differently, depending upon income.</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine how short- and long-term capital gains are taxed. | <p>Government</p> <p>20. The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.</p> <p>Economics and Financial Literacy</p> <p>8. Economic policy decisions made by governments result in both intended and unintended consequences.</p> | NA | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |
| <p>Extension: The Animals of the Stock Market</p> <p>Students learn terms and jargon commonly used by investors when talking about investing and the stock market.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express terms that describe people, events, and situations linked to investing | NA | C3. 1.d Examine and address explicit or implicit personal biases toward an individual or group. | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|---|---|---|--|--|
| <p>Session One: How Much? How Many?</p> <p>Students explore how price and production can affect business performance.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explain how product price makes an impact on profits ▪ Describe how production can affect price, sales, and profit | <p>Economics and Financial Literacy</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 RI.9-10.2,4,8 SL.9-10.1-4 L.9-10.6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2,4 W.11-12.2,4 W.11-12.7-8 SL.11-12.1-4 L.11-12.6 L.11-12.1-4 L.11-12.6</p> | <p>NA</p> |
| <p>Session Two: How Much? How Many? –The Simulation</p> <p>Students make decisions about price and production levels using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make informed business price and production decisions | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> | <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10.4 W.9-10.2 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6 L.9-10.4 L.9-10.6</p> <p>Grade 11-12 RI-11-12.2,4 SL.11-12.1,2,3,4,6 L.11-12.1,2,6 L.11-12.6</p> | <p>Statistics and Probability CC.2.4. HS.B. CC.2.4. HS.B.3 CC.2.4. HS.B.5</p> |
| <p>Session Three: Cutting Edge</p> <p>Students design a marketing plan.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Explore why a business conducts research and development ▪ Explain how businesses determine their target markets and conduct market research ▪ Explain how marketing affects sales ▪ Identify key marketing strategies | <p>Economics and Financial Literacy</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> | <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10..2 ,4 W.9-10.2,7 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2 ,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |

JA Titan

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|---|---|---|---|--|
| <p>Session Four: Cutting Edge– The Simulation</p> <p>Students make decisions about price, production, and research and development using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make informed research and development and marketing decisions | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> | <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.2,7 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2 ,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>Statistics & Probability S-IC S-IC.1 S-IC.6</p> <p>Mathematical Practices 1-8</p> |
| <p>Session Five: Make an Investment</p> <p>Students solicit capital investment.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Discuss reasons that businesses use different capital investment strategies ▪ Make recommendations for capital investment based on set parameters ▪ Define charitable giving and explain why businesses make decisions to share their resources | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> <p>18. Different costs and benefits are associated with saving and investing alternatives.</p> | <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10.2 SL.9-10.1-4 L.9-10.1-2</p> <p>Grades 11-12 RI-11-12.2 SL.11-12.1-4 L.11-12.1-4</p> | <p>NA</p> |

JA Titan

| Session Descriptions | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|--|--|--|--|---|
| <p>Session Six: Make an Investment–The Simulation</p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make business decisions by applying their knowledge to a business simulation ▪ Use what they have learned about price, production, research and development, marketing, capital investment, and charitable giving to make business decisions using the <i>JA Titan</i> computer simulation | <p>Economics and Financial Literacy</p> <p>1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> | <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10.2.4 W.9-10.2.7 SL.9-10.1.2,3,4,6 L.9-10.1.2,4,6</p> <p>Grades 11-12 RI.11-12.2.4 W.11-12.2.4,7,8 SL.11-12.1.2,3,4,6 L.11-12.1.2,3,4,6</p> | <p>Statistics and Probability CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5</p> |
| <p>Session Seven: JA Titan of Industry – The Competition</p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how business decisions affect business performance ▪ React appropriately to decisions made by other businesses | <p>Economics and Financial Literacy</p> <p>Economics and Financial Literacy</p> <p>1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>5. Markets exist when consumers and producers interact.</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> <p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> | <p>Grades 9-10 RI.9-10.2.4 W.9-10.2.7 SL.9-10.1.2,3,4,6 L.9-10.1.2,4,6</p> <p>Grades 11-12 RI.11-12.2.4 W.11-12.2.4,7,8 SL.11-12.1.2,3,4,6 L.11-12.1.2,3,4,6</p> | <p>Statistics and Probability CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|--|---|---|--|--|
| <p>Tutorial: Getting Ready for Business*</p> <p>Students are guided through an interactive tour of the JA Titan simulation. They learn about the program’s goals and key terms used in the simulation, and how to play JA Titan.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize and correctly express the program’s key terms. Predict and identify various business trade-offs based on business decisions. Apply business decisions that indicate an understanding of the importance of profit to the | <p>Economics and Financial Literacy</p> <p>1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>5. Markets exist when consumers and producers interact.</p> <p>9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.</p> | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals.</p> <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.4,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 W.11-12.4,8 SL.11-12.1,2,4,6 L.11-12.1,2,4,6</p> | <p>NA</p> |
| <p>Competition Prep: Freestyle Exploration</p> <p>Students jump straight into playing the JA Titan simulation. There is no teacher or volunteer led guidance or focus on a business concept. Instead, students learn solely by playing, using the Student Quick Start Guide and Student Activity Sheet.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply the profit equation: profit equals total revenue minus total costs. Apply the concept of pricing based on costs, productivity, and profit. Demonstrate an understanding that companies are constrained by limited resources. Evaluate the possible trade-offs for each business decision before committing to the decision. Use a budget as a strategy to monitor income, expenses, and other financial records. Identify potential customers and their preferred phone features to | <p>Economics and Financial Literacy</p> <p>1.Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p> <p>3.People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>5.Markets exist when consumers and producers interact.</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> <p>14. A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.</p> | <p>E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.4,8 SL.9-10.1,2 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.3,7 W.11-12.4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>Math HS</p> <p>1, 2,4, 5, 6, 7, 8</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|---|---|---|--|--|
| <p>Competition Prep: How to Play JA Titan</p> <p>Students learn key terms and concepts for the simulation: budget, cash-on-hand, CEO, expenses, income statement, price, and production.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express and use the program’s key terms. Use a budget as a strategy to monitor income, expenses, and other financial records. Demonstrate an understanding that businesses are constrained by limited resources. Express the importance of profit to the success of a business. | <p>Economics and Financial Literacy</p> <p>1.Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.</p> <p>3.People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>5.Markets exist when consumers and producers interact.</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy.</p> | <p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> <p>E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> | <p>Grades 9-10 RI.9-10.4 SL.9-10.1-2 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.3,4 W.11-12.4,8 SL.11-12.1 L.11-12.1,2,3,4,6</p> | <p>Mathematical Practices 1-8</p> |
| <p>Competition Prep: Exploring Production</p> <p>Students focus on the interconnected aspects of profit, price, cost, and production.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the profit equation. Describe how price is determined by cost plus markup. Express the importance of profit to the success of a business. Practice using the features and functionality of the simulation interface. | <p>Economics and Financial Literacy</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> <p>9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.</p> | <p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> <p>E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.4,8 SL.9-10.1,2,3,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2,3,4,7 SL.11-12.1,2,3,6 L.11-12.1,2,4,6</p> | <p>Statistics & Probability CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5</p> <p>Mathematical Practices 1-8</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|--|---|---|--|--|
| <p>Competition Prep: Examining R&D and Marketing</p> <p>Students focus on the impact R&D and marketing can have on the product and the profits.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe why R&D and marketing expenses are investments. Express how R&D and marketing decisions support the success of a company. Practice using the features and functionality of the simulation | <p>Economics and Financial Literacy</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>E4. 2.d Embrace productive struggle as an opportunity for personal growth.</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.4 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2,3,4,7 W.11-12.4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,4,6</p> | <p>Mathematical Practices 1-8</p> |
| <p>Competition Prep: Considering Economic Factors</p> <p>Students explore economic circumstances under which they may implement different strategies in preparation of the alternative scenario games available in the simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express and use the program’s key terms. Express the importance of profit to a business’s success. Evaluate and select the optimal business-based choices using the resources available. Recognize that shocks to demand or supply affect business management decisions. | <p>Economics and Financial Literacy</p> <p>2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.</p> <p>9. When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>E4. 2.d Embrace productive struggle as an opportunity for personal growth.</p> <p>E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions.</p> <p>E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> | <p>Grades 9-10 RI.9-10.2,4 SL.9-10.2 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2,3,4,7 SL.11-12.1,2,3,4,6 L.11-12.1-3</p> | <p>Mathematical Practices 1-8</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|---|--|--|---|--|
| <p>Competition Prep: Presenting the JA Titan of Business Competition</p> <p>In this game-based session, students compete as businesses to see which will be crowned the JA Titan of Industry.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Express the importance of profit to the success of a business. • Apply the profit equation: profit equals total revenue minus total costs. • Demonstrate an understanding that companies are constrained by limited resources. • Evaluate the possible trade-offs for each business decision before committing to the decision. • Use a budget as a strategy to monitor income, expenses, and other financial records. • Identify potential customers and their preferred phone features to increase profitability. • Identify a new phone feature to be developed to potentially increase profits. Additionally, depending on the simulation settings selected, students may: • Apply debt financing for profitability. • Express the benefits to a business of making intentional, positive CSR | <p>Economics and Financial Literacy</p> <ol style="list-style-type: none"> 1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions. 2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances. 5. Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions. 20. There are costs and benefits associated with various sources of credit available from different types of financial institutions. 21. Credit and debt can be managed to maintain credit worthiness. | <p>D1. 1.d Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.</p> <p>E1. 2.d Implement a decision-making process to solve complex situations including academic and social challenges.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10.2,4 SL.9-10.2 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 SL.11-12.1,2,3,4,6 L.11-12.1-3</p> | <p>Mathematical Practices 1-8</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|--|--|--|--|--|
| <p>Deep Dive: Research & Development*</p> <p>This session provides a deeper exploration and study of R&D concepts.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the importance of R&D to the continued profitability of a business. Identify a new feature to be developed for a smartphone that would potentially increase profits and practice working through the product design phase. | <p>Economics and Financial Literacy</p> <p>3. People cannot have all the goods and services they want and, as a result, must choose some things and give up others.</p> <p>20. There are costs and benefits associated with various sources of credit available from different types of financial institutions.</p> <p>21. Credit and debt can be managed to maintain credit worthiness.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.2,4,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 W.11-12.2,4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,6</p> | <p>Mathematical Practices 1-8</p> |
| <p>Deep Dive: Marketing*</p> <p>This session provides a deeper exploration and study of marketing concepts.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the importance of marketing as an investment in the continued profitability of a business. Apply the Four Ps of Marketing (product, place, price, and promotion) to a marketing plan to potentially increase a company's profits. | <p>Economics and Financial Literacy</p> <p>6. Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>C4. 3.d Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions.</p> <p>E1. 1.d Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.2,4,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 W.11-12.2,4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,6</p> | <p>Mathematical Practices 1-8</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | Social and Emotional Learning Standards | Common Core ELA | Common Core Math |
|--|--|---|--|------------------|
| <p>Deep Dive: Corporate Social Responsibility*</p> <p>In this session, students analyze how a company can be a good community partner and socially responsible, culminating in a case study to explore how investing in CSR and being a good corporate citizen can impact a business and its many stakeholders.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express how a business, its employees, and the community all benefit when the business makes intentional, positive CSR decisions. Resolve an ethical business dilemma between a business’s responsibilities of profit versus its responsibilities to various stakeholders, including employees, customers, and the community. | <p>American Government</p> <p>1. Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>E3. 3.d Seek and engage in civic-minded activities that contribute to the larger community.</p> <p>E3. 1.d Demonstrate respect and integrity in all settings during the decision-making process</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 W.11-12.2,4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,6</p> | NA |
| <p>Deep Dive: Daily Business Operations Speaker Session*</p> <p>In this volunteer-led session, a volunteer presents how his/her own business knowledge applies and relates to the business concepts in the simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize real-world applications of the terms and concepts from the game through a volunteer guest speaker presentation. | <p>Economics and Financial Literacy</p> <p>11. Income is determined by many factors including individual skills and abilities, work ethic and market conditions.</p> <p>13. Financial decision-making involves considering alternatives by examining costs and benefits.</p> | <p>E4. 1.d Actively seek out new opportunities to expand personal knowledge and experiences.</p> <p>E2. 2.d Independently seek reliable adult mentors in various settings.</p> | <p>Grades 9-10 SL.9-10.1-3 L.9-10.1,2,4,6</p> <p>Grades 11-12 SL.11-12.1-3 L.11-12.1,2,3,6</p> | NA |