



empowering young people to
own their economic success®

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

Updated February 2021
Colorado Academic Standards
[Colorado Social Studies Standards](#)
[Colorado Essential Skills Framework](#)
[Colorado Personal Financial Literacy Standards](#)

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Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. 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 Colorado Academic Standards for Social Studies, Personal Financial Literacy, and Essential Skills Framework. 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	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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 car that meets their driving needs 	<p>Social Studies</p> <p>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p> <p>Financial Literacy</p> <p>HS 3.6. Establish personal investment objectives (PFL).</p> <p>HS 3.7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p> <p>✓ Take responsibility for spending decisions and borrowing decisions. (Personal Skills: Initiative/Self-Direction)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</p> <p>✓ Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)</p>	<p>Grades 9–10</p> <p>9/10 1.1 Initiate and participate in discussions.</p> <p>9/10 2.2 Use key ideas and details to determine central ideas in a text.</p> <p>9/10 4.1 Conduct short research projects.</p>

JA Be Entrepreneurial

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)</p>	<p>9/12 1.1.a Initiate and participate in discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 2.2 a Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases</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>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)</p>	<p>9/12 1.1.a Initiate and participate in discussions. 9/12 1.1.b Integrate multiple sources of information, 9/12.2.2 a Present information, findings, and supporting evidence 9/12.2.2 c Adapt speech to a variety of tasks 9/12 2.2 a Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases 9/12 7.2 a Write informative/explanatory texts</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>3.1.b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)</p>	<p>9/12 1.1.a Initiate and participate in discussions. 9/12 1.1.b Integrate multiple sources of information, 9/12.2.2 a Present information, findings, and supporting evidence. 9/12.2.2 c Adapt speech to a variety of tasks. 9/12 2.2 a Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a Write informative/explanatory texts.</p>

JA Be Entrepreneurial

Session Description	Social Studies Standards	Colorado Essential Skills:	Colorado Reading, Writing, and Communicating
<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>3.1.b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>✓ Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis)</p>	<p>9/12 1.1a Initiate and participate in discussions. 9/12 1.1.b Integrate multiple sources of information, 9/12.2.2 a Present information, findings, and supporting evidence. 9/12.2.2 c Adapt speech to a variety of tasks. 9/12 2.2 a Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a Write informative/explanatory texts.</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>3.1.b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>✓ Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis)</p>	<p>9/12 1.1a Initiate and participate in discussions. 9/12 1.1.b Integrate multiple sources of information, 9/12.2.2 a Present information, findings, and supporting evidence. 9/12.2.2 c Adapt speech to a variety of tasks. 9/12 2.2 a Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a Write informative/explanatory texts</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>3.1.c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.</p>	<p>✓ Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness).</p> <p>Civic/Interpersonal Skills apply ethical perspectives/ concepts to an ethical question/ situation/ scenario</p>	<p>9/12 1.1a Initiate and participate in discussions. 9/12 1.1.b Integrate multiple sources of information, 9/12.2.2 a Present information, findings, and supporting evidence. 9/12.2.2 c Adapt speech to a variety of tasks. 9/12 2.2 a Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a Write informative/explanatory texts</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>3.1.c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.</p> <p>Personal Financial Literacy</p> <p>3.5. Determine factors that impact an individual's earning capability (PFL).</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis).</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</p> <p>✓ Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)</p>	<p>9/12 1.1a Initiate and participate in discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information, 9/12.2.2 a Present information, findings, and supporting evidence.</p> <p>9/12.2.2 c Adapt speech to a variety of tasks.</p> <p>9/12 2.2 a Use key ideas and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts.</p> <p>9/12.9.4 d. Produce clear and coherent writing</p> <p>9/12/9.4 g Write routinely over extended time frames</p>
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JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards	Colorado Essential Skills:	Colorado Reading, Writing, and Communicating
<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>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</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>HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p>Adaptability/ Flexibility look for and value in different perspectives expressed by others</p> <p>Collaboration/ Teamwork follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.</p>

JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards	Colorado Essential Skills:	Colorado Reading, Writing, and Communicating
<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>Creativity/Innovation engage in novel approaches, moves, directions, ideas and/or perspectives.</p> <p>Inquiry/Analysis test hypotheses/prototype with planned process for getting feedback</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4.d Produce clear and coherent writing.</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>HS 3.1 c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.</p> <p>Disciplinary, Information, and Media Literacy</p> <p>3.Create, interpret, and analyze graphs, charts, and diagrams.</p> <p>4. Process and effectively communicate and present information orally, in writing, and through development of websites, multimedia presentations and other forms of technology</p>	<p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new contexts</p> <p>Inquiry/Analysis test hypotheses/prototype with planned process for getting feedback</p>	<p>9/12 1.1.b Integrate multiple sources of information. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text., 9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a a. Write informative/explanatory texts to examine a topic and convey ideas, 9/12 9.4.d Produce clear and coherent writing. SL 5 9/12 2.2. b. Make strategic use of digital media. SL 6 9/12 2.2. c. Adapt speech to a variety of contexts and tasks. 9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>

Session Five: Applying Design Thinking (Optional, Self-Guided)

Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.

Students will:

- 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.

HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).

c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.

Creativity/Innovation
engage in novel approaches, moves, directions, ideas and/or perspectives.

Task/Time Management
demonstrate task-management attributes associated with producing high-quality products including the abilities to:

- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Clearly communicating with others

9/12 4.2 a i. Cite evidence to support analysis of specific text.
9/12 2.2.b Determine the meaning of words and phrases.
9/12 7.2 a a. Write informative/explanatory texts to examine a topic and convey ideas,
9/12 9.4.d Produce clear and coherent writing 9/12 1.1.b Integrate multiple sources of information.
9/12.1.1 c Evaluate a speaker's point of view.
9/12 2.2. a. Present information, findings, and supporting evidence.
9/12 2.2. c. Adapt speech to a variety of contexts and tasks.
9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Social Studies Standards	Colorado Essential Skills:	Colorado Reading, Writing, and Communicating
<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 successful entrepreneur’s mindset. 	<p>HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage</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>HS 3.5 Determine factors that impact an individual’s earning capability (PFL).</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</p> <p>Self-Awareness assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 2.2.b ii. Analyze in detail the structure of a specific paragraph.</p> <p>9/12 2.2.b iii. Determine an author’s point of view.</p> <p>9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.</p>

Session Description	Social Studies Standards	Colorado Essential Skills:	Colorado Reading, Writing, and Communicating
<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>HS 3.5 Determine factors that impact an individual's earning capability (PFL).</p> <p>A. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</p> <p>Perseverance/ Resilience focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker's point of view.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 2.2. b. Make strategic use of digital media.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Colorado Essential Skills:	Colorado Reading, Writing, and Communicating
<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>HS.3.1. b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12 9.4.d Produce clear and coherent writing. 9/12 9.4 a. Demonstrate command of the conventions of Standard English</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>HS.3.1. b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>Communication articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12 9.4.d Produce clear and coherent writing. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Colorado Essential Skills:	Colorado Reading, Writing, and Communicating
<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>HS.3.5. Determine factors that impact an individual’s earning capability (PFL).</p> <p>HS.3.7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).c. Analyze consumer and financial information for relevance, credibility, and accuracy.</p>	<p>✓ Take responsibility for spending decisions and borrowing decisions. (Personal Skills: Initiative/Self-Direction).</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p>✓ Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)</p> <p>✓ Develop, plan, and organize self-behavior. (Personal Skills: Personal Responsibility)</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards	Colorado Essential Skills:	Colorado Reading, Writing, and Communicating
<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>HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p>Critical Thinking/Problem Solving “interpret information and draw conclusions based upon information gathered to formulate a new problem</p> <p>Inquiry/Analysis test hypotheses/prototype with planned process for getting feedback Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas. 9/12 9.4.d Produce clear and coherent writing. 9/12 9.4 a. Demonstrate command of the conventions of Standard English</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>HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost). Grades 9–10 RI.4 W. 2,4,7 SL.2,4,6 L. 1,2,3,4,6</p>	<p>Communication articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)</p> <p>Global/Cultural Awareness plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical and scientific)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</p>	<p>9/12 1.1.b Integrate multiple sources of information. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 2.2. c. Adapt speech to a variety of contexts and tasks. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas. 9/12 9.4.d Produce clear and coherent writing. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Career Exploration Fair High School

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS 3, 5. Determine factors that impact an individual's earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>Self-Awareness assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a 'growth mindset' Reading for Informational Text</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>HS.3.5 d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.</p>	<p>✓ Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness).</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker's point of view. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 9.4 a. Demonstrate command of the conventions of Standard English</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:</p> <ul style="list-style-type: none"> Students will be able to: Identify a future career goal. Create a personal action plan. 	<p>HS 3.5 f. Develop income earning potential with intentional choices</p>	<p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management). ✓ Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness).</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker's point of view. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Career Speaker Series

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>Self-Awareness assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>HS.3.5 d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.</p>	<ul style="list-style-type: none"> ✓ Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness). ✓ adapt to environments with appropriate emotions and behaviors, demonstrate personal awareness through the development of positive relationships ✓ participate in social or community activities 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>HS 3.5 f. Develop income earning potential with intentional choices.</p>	<p>Critical Thinking/Problem Solving make connections between information gathered and personal experiences to apply and/or test solutions</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 9.4.d Produce clear and coherent writing. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Career Success

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>Social Studies</p> <p>HS 3. 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity.</p> <p>Thinking/Problem Solving</p> <p>“interpret information and draw conclusions based upon information gathered to formulate a new problem</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>HS 3.5 f. Develop income earning potential with intentional choices.</p>	<p>Self-Awareness</p> <p>assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset</p> <p>Communication</p> <p>“establish goals for communication and plan out steps accordingly</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>Social Studies</p> <p>HS 3. 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>Adaptability/ Flexibility</p> <p>demonstrate ways to adapt and reach workable solutions</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 2.2. c. Adapt speech to a variety of contexts and tasks.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Career Success

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS.3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p>Adaptability/ Flexibility demonstrate ways to adapt and reach workable solutions.</p> <p>Communication articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</p>	<p>9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas. 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</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>HS.3.5 d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.</p>	<p>Self-Awareness adapt to environments with appropriate emotions and behaviors, demonstrate personal awareness through the development of positive relationships</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>HS.3.5 d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.</p>	<p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new context</p> <p>Self-Advocacy demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Career Success

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS 3. 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>HS 3.5 f. Develop income earning potential with intentional choices.</p>	<p>Initiative/Self-Direction take responsibility for and pursue opportunities</p> <p>Career Awareness demonstrate knowledge, understanding and personal awareness of how one’s dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</p> <p>Information Literacy “examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>RI 5 9/12 2.2.b ii. Analyze in detail the structure of a specific paragraph.</p> <p>9/12 7.2 a Write informative/explanatory texts.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Company Program

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS.3. 1. Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity.(Civic/Interpersonal Skills: Global/Cultural Awareness)</p> <p>✓ assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 2.2.b iii. Determine an author’s point of view. 9/12/4/2 d. Use Range of Reading and Complexity of Text 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>
<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>HS.3.1.a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p>✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 2.2.b iii. Determine an author’s point of view. 9/12/4/2 d. Use Range of Reading and Complexity of Text 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Company Program

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS.3.1.a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</p> <p>b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p> <p>c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.</p> <p>HS.3.7 a. Analyze how inflation and cost of living impact consumer purchasing and saving power.</p>	<ul style="list-style-type: none"> ✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness) ✓ Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis) ✓ demonstrate ways to adapt and reach workable solutions ✓ synthesize ideas in original and surprising ways ✓ test hypotheses/prototype with planned process for getting feedback ✓ act on creative ideas to make a tangible and useful contribution 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>SL 2, 9/12 1.1.b Integrate multiple sources of information.</p> <p>SL 3, 9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 2.2.b iii. Determine an author’s point of view.</p> <p>9/12/4/2 d. Use Range of Reading and Complexity of Text</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</p> <p>9/12 10.1.b Gather relevant information from multiple sources.</p> <p>9/12/4/2 d. Use Range of Reading and Complexity of Text.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

JA Company Program

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS.3.3. e. Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).</p>	<ul style="list-style-type: none"> ✓ demonstrate ways to adapt and reach workable solutions ✓ act on creative ideas to make a tangible and useful contribution ✓ make predictions and design data/information collection and analysis strategies 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>SL 2, 9/12 1.1.b Integrate multiple sources of information.</p> <p>SL 3, 9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideas and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>10 9/12. 4,2 d. Use Range of Reading and Complexity of Text</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

JA Company Program

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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 a company’s guiding principles by developing and agreeing to a company charter. 	<p>HS.3.3. e. Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).</p>	<ul style="list-style-type: none"> ✓ Design economic interventions to address economic challenges. (Personal Skills: Adaptability/Flexibility) ✓ use interpersonal skills to learn and work with individuals from diverse backgrounds ✓ apply knowledge and skills to implement sophisticated, appropriate and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>SL 2, 9/12 1.1.b Integrate multiple sources of information.</p> <p>SL 3, 9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>10 9/12. 4,2 d. Use Range of Reading and Complexity of Text</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</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>HS.3. 7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).</p> <p>a. Analyze how inflation and cost of living impact consumer purchasing and saving power</p> <p>.b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. For example: comparing student loan options, auto loan options, and payday lending options.</p>	<ul style="list-style-type: none"> ✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis) ✓ Take responsibility for spending decisions and borrowing decisions. (Personal Skills: Initiative/Self-Direction). 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>SL 2, 9/12 1.1.b Integrate multiple sources of information.</p> <p>SL 3, 9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

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Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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	<ul style="list-style-type: none"> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills regarding the role and responsibilities of different levels and types government. demonstrate confidence while recognizing that personal actions impact others. 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>SL 2, 9/12 1.1.b Integrate multiple sources of information.</p> <p>SL 3, 9/12.1.1 c Evaluate a speaker's point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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. 	b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.	<ul style="list-style-type: none"> Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis) 	<p>9/12/4/2 d. Use Range of Reading and Complexity of Text.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</p> <p>9/12 10.1.b Gather relevant information from multiple sources.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>SL 5 9/12 2.2. b. Make strategic use of digital media.</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. 	b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.	<ul style="list-style-type: none"> Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis) 	<p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>SL 5 9/12 2.2. b. Make strategic use of digital media</p> <p>9/12/4/2 d. Use Range of Reading and Complexity of Text</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

JA Company Program

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS.3.1.a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p>✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>SL 2, 9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 2.2. b. Make strategic use of digital media.</p> <p>9/12/4/2 d. Use Range of Reading and Complexity of Text</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</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 their company. 	<p>HS.3.3. e. Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).</p>	<p>✓ Design economic interventions to address economic challenges. (Personal Skills: Adaptability/Flexibility)</p> <p>✓ demonstrate ways to adapt and reach workable solutions</p> <p>✓ work effectively in a climate of ambiguity and changing priorities</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>SL 2, 9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 2.2. b. Make strategic use of digital media 9/12/4/2 d. Use Range of Reading and Complexity of Text.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

JA Company Program

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS.3.3. e. Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).</p>	<ul style="list-style-type: none"> ✓ Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving) ✓ Develop, plan, and organize self-behavior. (Personal Skills: Personal Responsibility) ✓ “apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information” ✓ demonstrate task-management attributes associated with producing high-quality products including the abilities to: Work positively and ethically Manage time and projects effectively Multi-task Clearly communicating with others 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>10 9/12. 4,2 d. Use Range of Reading and Complexity of Text.</p>
<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. 	<p>HS 3.5. Determine factors that impact an individual’s earning capability (PFL).</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.</p>	<ul style="list-style-type: none"> ✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management). <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>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>10 9/12. 4,2 d. Use Range of Reading and Complexity of Text.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p>

JA Company Program

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<p>Meeting Fourteen: 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 venture experience. 	<p>HS.3.5.f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development</p>	<p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</p> <p>✓ Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving) 2.</p> <p>✓ Develop, plan, and organize self-behavior. (Personal Skills: Personal Responsibility)</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>10 9/12. 4,2 d. Use Range of Reading and Complexity of Text</p> <p>9/12 7.2 a Write informative/explanatory texts.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</p> <p>9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

JA Excellence Through Ethics

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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. 	NA	<p>Information Literacy examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.</p> <p>Leadership demonstrate confidence while recognizing that personal actions impact others.</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases.</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. 	NA	<p>Self-Advocacy demonstrate confidence in sharing ideas/feelings</p> <p>Character apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases.</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. 	NA	<p>Character apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases.</p>

JA High School Heroes

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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. 	NA	<ul style="list-style-type: none"> ✓ participate effectively in civic life ✓ articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>SL 2, 9/12 1.1.b Integrate multiple sources of information.</p> <p>SL 3, 9/12.1.1 c Evaluate a speaker's point of view.</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. 	NA	<ul style="list-style-type: none"> ✓ use interpersonal skills to learn and work with individuals from diverse backgrounds ✓ educate and inspire others to realize their potential 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>SL 2, 9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 2.2. b. Make strategic use of digital media.</p> <p>9/12 2.2. c. Adapt speech to a variety of contexts and tasks.</p>

JA High School Heroes

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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 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. 	NA	<p>✓ demonstrate task-management attributes associated with producing high-quality products including the abilities to:</p> <ul style="list-style-type: none"> • Work positively and ethically • Manage time and projects effectively • Multi-task • Clearly communicating with other 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 4.2 a i. Cite evidence to support analysis of specific text.</p>
<p>Reflection</p> <p>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. 	NA	<p>✓ make connections between information gathered and personal experiences to apply and/or test solutions</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

JA It's My Job (Soft Skills)

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS 3, 5. Determine factors that impact an individual's earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>Self-Awareness</p> <p>assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a 'growth mindset'</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>HS 3, 5. Determine factors that impact an individual's earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>✓ Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness).</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of text.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</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>HS 3, 5. Determine factors that impact an individual's earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</p> <p>✓ Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness).</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker's point of view.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 2.2. b. Make strategic use of digital media.</p> <p>9/12 2.2. c. Adapt speech to a variety of contexts and tasks.</p>

JA It's My Job (Soft Skills)

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS 3, 5. Determine factors that impact an individual's earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Communication "establish goals for communication and plan out steps accordingly</p> <p>Information Literacy "examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker's point of view.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of text.</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>HS 3, 5. Determine factors that impact an individual's earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Communication "establish goals for communication and plan out steps accordingly</p> <p>Information Literacy "examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker's point of view.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of text.</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>HS 3, 5. Determine factors that impact an individual's earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Communication "establish goals for communication and plan out steps accordingly</p> <p>Information Literacy "examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p>	<p>9/12 9.4.d Produce clear and coherent writing</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

JA Job Shadow

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Self-Awareness assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’</p> <p>Career Awareness “pursue a path of inquiry initiated by personal connections to careers and other life pursuits”</p> <p>Self-Advocacy demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Task/Time Management demonstrate task-management attributes associated with producing high-quality products including the abilities to:</p> <ul style="list-style-type: none"> Work positively and ethically Manage time and projects effectively Multi-task Clearly communicating with others 	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</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>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Career Awareness Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</p> <p>Use Information and Communications Technologies create information through the use of technologies</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 9.4.d Produce clear and coherent writing. 9/10.9.4 e. Develop and strengthen writing as needed.</p>

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<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>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Self-Awareness assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’</p> <p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new contexts</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</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) ▪ Craft a personal elevator pitch. (optional) 	<p>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Communication “establish goals for communication and plan out steps accordingly</p> <p>Career Awareness “pursue a path of inquiry initiated by personal connections to careers and other life pursuits”</p> <p>Self-Advocacy demonstrate confidence in sharing ideas/feelings</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 2.2. c. Adapt speech to a variety of contexts and tasks. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases.</p>

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<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. 	<p>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new contexts</p> <p>Self-Advocacy demonstrate confidence in sharing ideas/feelings</p> <p>Adaptability/ Flexibility look for and value in different perspectives expressed by others</p> <p>Character apply ethical perspectives/ concepts to an ethical question/ situation/ scenario</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</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. 	<p>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Task/Time Management demonstrate task-management attributes associated with producing high-quality products including the abilities to:</p> <ul style="list-style-type: none"> • Work positively and ethically • Manage time and projects effectively • Multi-task • Clearly communicating with others 	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 2.2.b iii. Determine an author’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12. 4,2 d. Use of Reading and Complexity of Text</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/10.9.4 e. Develop and strengthen writing as needed.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

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<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. 	<p>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Career Awareness Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</p> <p>Self-Advocacy demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<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. 	<p>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Personal Responsibility develop, plan and organize self-behavior</p> <p>Career Awareness Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 2.2.b iii. Determine an author’s point of view.</p> <p>9/12.4.2 a.ii Use key ideas and details to determine central ideas in a text.</p> <p>9/12. 4,2 d. Use of Reading and Complexity of Text</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 10.1.a Conduct short as well as more sustained research.</p>

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<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. 	<p>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Personal Responsibility develop, plan and organize self-behavior</p> <p>Career Awareness Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</p> <p>Use Information and Communications Technologies evaluate information through the use of technologies</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</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. 	<p>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>f. Develop income earning potential with intentional choices.</p>	<p>Career Awareness Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/10.9.4 e. Develop and strengthen writing as needed.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

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<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. • Use healthy relationship behaviors to discuss shared financial decisions. 	<p>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</p> <p>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes.</p> <p>Self-Awareness assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’</p> <p>Communication “establish goals for communication and plan out steps accordingly</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 2.2.b iii. Determine an author’s point of view.</p> <p>9/12 9.4.d Produce clear and coherent writing.</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>HS.3.7 Apply consumer skills to spending, saving, and borrowing decisions.</p> <p>a. Analyze how inflation and cost of living impact consumer purchasing and saving power.</p> <p>f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals.</p>	<p>✓ Take responsibility for spending decisions and borrowing decisions.</p> <p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new contexts</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>

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<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>HS.3.7 Apply consumer skills to spending, saving, and borrowing decisions</p> <p>f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals.</p>	<p>Inquiry/Analysis test hypotheses/prototype with planned process for getting feedback</p> <p>Communication “establish goals for communication and plan out steps accordingly</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</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>HS.3.7.c. Analyze consumer and financial information for relevance, credibility, and accuracy.</p> <p>d. Investigate consumer responsibilities, rights, and protections when entering into contracts and engaging in commerce. For example: discrimination laws, credit reporting laws, loan contracts, and online purchases.</p> <p>e. Explain how an individual’s credit history can affect borrowing power.</p>	<p>✓ Take responsibility for spending decisions and borrowing decisions.</p> <p>Character apply ethical perspectives/ concepts to an ethical question/ situation/ scenario</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>

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<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>HS.3.8 8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.</p> <p>e. Outline steps to monitor and safeguard personal financial data and resolve identity theft or fraud issues</p>	<p>✓ Take responsibility for spending decisions and borrowing decisions.</p> <p>Communication “establish goals for communication and plan out steps accordingly</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>
<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>HS.3.8. c. Analyze consumer and financial information for relevance, credibility, and accuracy</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the sources.</p>	<p>✓ Take responsibility for spending decisions and borrowing decisions.</p> <p>Critical Thinking/Problem Solving make connections between information gathered and personal experiences to apply and/or test solutions</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</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>HS.3.8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud</p> <p>a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.</p> <p>b. Explain the purpose of insurance and how insurance works. For example property insurance, health insurance, and disability insurance.</p>	<p>✓ Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)</p> <p>✓ Develop, plan, and organize self-behavior. (Personal Skills: Personal Responsibility)</p> <p>Communication “establish goals for communication and plan out steps accordingly</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p>

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<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 investment decisions. 	<p>HS.3.6 Apply economic reasoning skills to make informed personal financial decisions.</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the sources.</p>	<p>Self-Awareness assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’</p> <p>Inquiry/Analysis test hypotheses/prototype with planned process for getting feedback</p> <p>Communication “establish goals for communication and plan out steps accordingly</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b iii. Determine an author’s point of view.</p>

JA Take Stock in your Future

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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 and selling stocks on the stock market. 	<p>HS.3.6. 6. Establish personal investment objectives (PFL).</p>	<p>Collaboration/ Teamwork follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p> <p>Communication “establish goals for communication and plan out steps accordingly</p> <p>Use Information and Communications Technologies evaluate information through the use of technologies</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases.</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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.</p>	<p>Collaboration/ Teamwork follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p> <p>Communication “establish goals for communication and plan out steps accordingly</p> <p>Use Information and Communications Technologies evaluate information through the use of technologies</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases.</p>

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<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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p> <p>c. Determine how financial investments impact income tax obligations.</p>	<p>Critical Thinking/Problem Solving</p> <p>make connections between information gathered and personal experiences to apply and/or test solutions</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

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Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>	<ul style="list-style-type: none"> ✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis) ✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management) 	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>
<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p>	<p>Use Information and Communications Technologies</p> <p>evaluate information through the use of technologies</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

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Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p>	<p>Use Information and Communications Technologies</p> <p>evaluate information through the use of technologies</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>
<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>
<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>	<p>Communication</p> <p>articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

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<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</p> <p>Self-Advocacy demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>
<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.</p>	<p>Communication articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p>
<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>e. Explain the role of government related to investing regulation, and consumer protection.</p>	<p>Information Literacy “examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p>	<p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p>

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<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>
<p>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 selling stocks. 	<p>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>
<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</p>	<p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p>

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<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>
<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p>	<p>Use Information and Communications Technologies</p> <p>evaluate information through the use of technologies</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p>
<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</p>	<p>✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)</p> <p>✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</p> <p>9/12 9.4.d Produce clear and coherent writing.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p> <p>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>

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<p>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>HS.3.6. 6. Establish personal investment objectives (PFL).</p> <p>c. Determine how financial investments impact income tax obligations.</p>	<ul style="list-style-type: none"> ✓ Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis) ✓ Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management) 	<p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p>
<p>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 	<p>HS.3.6. 6. Establish personal investment objectives (PFL).</p>	<p>Collaboration/ Teamwork follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p> <p>Communication “establish goals for communication and plan out steps accordingly</p>	<p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p>

JA Titan

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating	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>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>Initiative/Self-Direction</p> <p>apply knowledge to set goals, make informed decisions and transfer to new contexts</p> <p>Collaboration/ Teamwork</p> <p>follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.</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>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>Initiative/Self-Direction</p> <p>apply knowledge to set goals, make informed decisions and transfer to new contexts</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.</p> <p>9/12 7.2 a Write informative/explanatory texts</p>	<p>Statistics and Probability</p> <p>CC.2.4.</p> <p>HS.B.</p> <p>CC.2.4.</p> <p>HS.B.3</p> <p>CC.2.4.</p> <p>HS.B.5</p>

JA Titan

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating	Math
<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>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p> <p>b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>Critical Thinking/Problem Solving make connections between information gathered and personal experiences to apply and/or test solutions</p> <p>Creativity/Innovation engage in novel approaches, moves, directions, ideas and/or perspectives.</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 7.2 a Write informative/explanatory texts. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</p>	
<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>HS 3.HS1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p> <p>b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>Critical Thinking/Problem Solving “interpret information and draw conclusions based upon information gathered to formulate a new problem</p> <p>Inquiry/Analysis test hypotheses/prototype with planned process for getting feedback</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 7.2 a Write informative/explanatory texts. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</p>	<p>Statistics & Probability S-IC S-IC.1 S-IC.6</p> <p>Mathematical Practices 1-8</p>

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Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating	Math
<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>HS.3. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p> <p>d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.</p>	<p>Informed Risk Taking innovate from failure, connect learning across domains and recognize new opportunities</p> <p>Character apply ethical perspectives/ concepts to an ethical question/ situation/ scenario</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</p>	<p>NA</p>
<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>HS.3. 6. Establish personal investment objectives (PFL).</p> <p>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</p>	<p>Perseverance/ Resilience focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course</p> <p>Informed Risk Taking act on creative ideas to make a tangible and useful contribution</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</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

Session Descriptions	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating	Math
<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>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p> <p>b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p> <p>d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.</p>	<p>Perseverance/ Resilience work effectively in a climate of ambiguity and changing priorities</p> <p>Collaboration/ Teamwork follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p> <p>Global/Cultural Awareness plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives</p> <p>Character apply ethical perspectives/ concepts to an ethical question/ situation/ scenario</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 1.1.b Integrate multiple sources of information.</p> <p>9/12.1.1 c Evaluate a speaker’s point of view.</p> <p>9/12 2.2. a. Present information, findings, and supporting evidence.</p> <p>9/12 4.2 a i. Cite evidence to support analysis of specific text.</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	Instructional Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communication	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 success of a business. 	<p>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new contexts</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 4.2 iii. Analyze how a text makes connections among and distinctions between individuals, 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4.d Produce clear and coherent writing. 9/12 10.1.b Gather relevant information from multiple sources.</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 increase profitability. Identify a new phone feature to be developed to potentially increase profits. 	<p>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new contexts</p> <p>Critical Thinking/Problem Solving make connections between information gathered and personal experiences to apply and/or test solutions</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 4.2 iii. Analyze how a text makes connections among and distinctions between individuals, 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4.d Produce clear and coherent writing. 9/12 10.1.b Gather relevant information from multiple sources.</p>	

JA Titan Blended Model

Session Details	Instructional Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating	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. Practice using the features and functionality of the simulation interface. 	<p>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new contexts</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 4.2 iii. Analyze how a text makes connections among and distinctions between individuals, 9/12 2.2.b Determine the meaning of words and phrases. 9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources.</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>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p>	<p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new contexts</p> <p>Critical Thinking/Problem Solving make connections between information gathered and personal experiences to apply and/or test solutions</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</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	Instructional Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating	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 interface. 	<p>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p> <p>b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>Collaboration/ Teamwork follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p> <p>Communication “establish goals for communication and plan out steps accordingly</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 2.2. b. Make strategic use of digital media. 9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</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>HS.3.1 d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.</p>	<p>Collaboration/ Teamwork follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p> <p>Communication “establish goals for communication and plan out steps accordingly</p> <p>Use Information and Communications Technologies evaluate information through the use of technologies</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 2.2.b Determine the meaning of words and phrases.</p>	<p>Mathematical Practices 1-8</p>

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Session Details	Instructional Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating	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 decisions for the business, its employees, and the community. 	<p>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</p> <p>b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p> <p>d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.</p>	<p>Critical Thinking/Problem Solving make connections between information gathered and personal experiences to apply and/or test solutions</p> <p>Informed Risk Taking innovate from failure, connect learning across domains and recognize new opportunities</p> <p>Collaboration/ Teamwork follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</p> <p>Communication “establish goals for communication and plan out steps accordingly</p> <p>Use Information and Communications Technologies evaluate information through the use of technologies</p>	<p>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 2.2. b. Make strategic use of digital media. 9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</p>	<p>Mathematical Practices 1-8</p>

JA Titan Blended Model

Session Details	Instructional Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS.3.1 b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>Creativity/Innovation engage in novel approaches, moves, directions, ideas and/or perspectives</p> <p>Communication articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources.</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>HS.3.1 b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>Creativity/Innovation engage in novel approaches, moves, directions, ideas and/or perspectives</p> <p>Communication articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. 9/12 2.2. a. Present information, findings, and supporting evidence. SL 5 9/12 2.2. b. Make strategic use of digital media. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources.</p>

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Session Details	Instructional Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<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>HS.3.1 b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</p>	<p>Character apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information</p> <p>Communication articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources.</p>
<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>HS.3. 5. Determine factors that impact an individual’s earning capability (PFL).</p>	<p>Career Awareness “pursue a path of inquiry initiated by personal connections to careers and other life pursuits”</p> <p>Personal Responsibility regulate one’s emotions, thoughts and behaviors in different situations</p>	<p>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view.</p>