

A Correlation:
South Dakota
Academic Standards and
Junior Achievement
High School Programs



Updated May 2025

[South Dakota Personal Finance Standards | 2022](#)

[South Dakota State Standards for English Language Arts and Literacy
in History/Social Studies, Science, and Technical Subjects | 2018](#)

[South Dakota State Mathematics Standards | 2018](#)

[South Dakota Career Readiness Skills | 2021](#)

[South Dakota Social Studies Standards | 2023](#)

Junior Achievement USA
12320 Oracle Blvd. Suite 310
Colorado Springs, CO 80921
<https://jausa.ja.org>

Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. 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 South Dakota Academic Standards for 2023 Social Studies, Personal Financial Literacy and Math as well as English Language and Career Readiness. This list is not meant to be exhaustive nor intended to suggest that a JA program will completely address any given standard but is designed to show how a program 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® \(modular\)](#) is a reimagined, modular program that teaches students about the mindset and skills needed for success by aspiring entrepreneurs and innovators.

- [JA Creative Problem Solving®](#) module: students learn and apply design thinking, an innovative problem solving process used by entrepreneurs, and intrapreneurs.
- [JA Think Like An Entrepreneur®](#) module: students learn about the characteristics of entrepreneurs, analyze profiles of real-world entrepreneurs, conduct a self-assessment, and develop a personal action plan.
- [JA Be Entrepreneurial Rapid Business Planning](#) module: students learn how to implement a lean business plan.

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

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

[JA Career Success®](#) introduces high school students to the workplace as interns of a fictional company, Orbit Boom. They participate in realistic work experiences in multiple departments and concentrate on soft skills and business best practices in the context of realistic scenarios and assignments through both digital and in-class implementation and optional self-guided modules.

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

[JA Excellence Through Ethics®](#) affords **students** the opportunity to 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 Inspire® Advanced](#) is more than a career fair, it brings together the business community and local schools and is designed to help launch students into their futures: high school, college, and careers beyond. Within the virtual experience, students attend webinars and presentations, explore career booths, and interact with career speakers. (Grades 9-12)

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

[JA Job Shadow®](#) 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 Launch Lesson®](#) is a point-of-entry program delivered by community entrepreneurs. Students gain firsthand knowledge about starting a business and the entrepreneurial journey.

[JA Personal Finance® 2.0](#) 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 All About Cars

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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>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>Economics</p> <p>9-12.E.8.F. The student explains the basic savings, investment, and credit services that financial institutions offer.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 3: Use an informed decision-making process to manage credit and debt.</p> <p>PF 3.1 Differentiate the sources, costs and benefits of using consumer credit.</p> <p>PF 3.2 Explain the positive and negative consequences of using credit.</p>	<p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> ● Evaluates solutions and determines the potential value toward solving the problem ● Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text 9-10.RI.4 9-10.RI.10 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematical Practices 1, 3</p>

JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session One: Identifying the Problem</p> <p>Students are oriented to problem/solution thinking practices and introduced to the Design Thinking process of creative problem solving. They explore the first step (Empathize) that teaches them to look at problems as human-centered, from the customer’s perspective.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe how brainstorming several ideas and then picking the best options will lead to creative problem solving. Describe the Design Thinking model and the steps involved in the process. Describe the advantages of applying the Design Thinking model to new ideas or problem solving. Describe the Empathize step in the Design Thinking model. Demonstrate how an empathy map can be used to identify a user’s needs. 	<p>Economics</p> <p>9-12.E.2.B. The student explains how consumers and producers navigate the reality of scarcity by making choices based on opportunity costs.</p> <p>Personal Finance</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Analyzes elements of a problem situation to develop solutions. <p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> Identifies and addresses customers’ needs and wants. <p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Accurately defines a problem or issue. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> Evaluates solutions and determines the potential value toward solving the problem Employs critical thinking skills independently and in teams to solve problems and make decisions. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 9-10.SL.4 11-12.SL.1 11-12.SL.2 11-12.SL.4</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</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 brainstorming to generate viable ideas as solutions.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the Define step in the Design Thinking model. Demonstrate how to write a short, clear problem statement that reflects the problem to be solved. Describe the Ideate step in the Design Thinking model. Apply ideation methods by brainstorming ideas in a fast-paced activity. 	<p>Economics</p> <p>9-12.E.2.A. The student explains how resources are limited, that people cannot have all the goods and services they want, and, therefore, that they must choose some things and forgo others.</p> <p>9-12.E.2.B. The student explains how consumers and producers navigate the reality of scarcity by making choices based on opportunity costs.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p>	<p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Analyzes elements of a problem situation to develop solutions. <p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Accurately defines a problem or issue. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> Presents multiple solutions to the problem based on evidence and insights. Evaluates solutions and determines the potential value toward solving the problem. Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. Considers multiple and diverse points of view. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.5 11-12.W.7</p> <p>ELA: Speaking and Listening</p>

JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
	<p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>		<p>9-10.SL.1 9-10.SL.2 9-10.SL.4 11-12.SL.1 11-12.SL.2 11-12.SL.4</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>
<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>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Analyzes elements of a problem situation to develop solutions. <p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Asks pertinent questions to acquire or confirm information. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. Considers multiple and diverse points of view. 	<p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.5 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 9-10.SL.4 11-12.SL.1 11-12.SL.2 11-12.SL.4</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</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>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> Identifies and addresses customers' needs and wants. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. Considers multiple and diverse points of view. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 9-10.SL.4 11-12.SL.1</p>

JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
			11-12.SL.2 11-12.SL.4 ELA: Language 9-10.L.4 11-12.L.4
<p>Session Five: Applying Design Thinking (Optional, Self-Guided)</p> <p>Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use the Design Thinking model to create a solution to an identified problem. • Produce an artifact for each step of the Design Thinking process to demonstrate their work. 	<p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> • Analyzes elements of a problem situation to develop solutions. • Uses acquired academic and technical skills to improve a situation or process. <p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> • Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. • Composes focused written documents. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> • Evaluates solutions and determines the potential value toward solving the problem. • Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 6.2 Innovation</p> <ul style="list-style-type: none"> • Searches for new ways to improve the efficiency of existing processes. • Determines the feasibility of improvements for ideas and concepts. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.5 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 9-10.SL.4 11-12.SL.1 11-12.SL.2 11-12.SL.4</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p>	<p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills). <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</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>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Analyzes elements of a problem situation to develop solutions. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills). <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> ● Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> ● Prioritizes tasks to ensure progress toward stated objectives. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills). <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> ● Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session One: Planning with the Customer in Mind</p> <p>Students are introduced to lean business planning and focus on the customer-focused segments of the Lean Canvas. They identify customer segments, the problem to be solved, and the intended solution.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the purpose of a business plan. Describe the key elements of the lean business plan model. State the problem to be solved in the Lean Canvas as a customer-centered problem statement. Identify the customers in the target audience for the proposed product or service. Identify the solution that answers the problem statement. 	<p>Economics</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Analyzes elements of a problem situation to develop solutions. <p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. <p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> Identifies and addresses customers' needs and wants. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> Employs critical thinking skills independently and in teams to solve problems and make decisions. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Two: 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>Economics</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Analyzes elements of a problem situation to develop solutions. <p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. <p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> Identifies and addresses customers' needs and wants. <p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Accurately defines a problem or issue. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session Three: Formulating the Finances</p> <p>Students focus on financial elements of Lean Canvas, including cost structure, pricing, and revenue streams. 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 revenue streams that 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. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 5</p>
<p>Session Four: 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>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Analyzes elements of a problem situation to develop solutions. <p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session Five: Completing and Testing the Lean Business Plan</p> <p>Students practice completing the marketing and financial elements of the lean business plan using an original or supplied idea. Then, they review the importance of testing the business plan for ongoing refinement.</p> <p>Students will:</p> <ul style="list-style-type: none"> Practice the lean business planning process by applying information to the Cost Structure, Revenue Streams, Key Metrics, Unique Value Proposition, and Competitive (Unfair) Advantage sections of the Lean Canvas Describe the importance of testing and validating the assumptions and ideas that frame a business plan 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Analyzes elements of a problem situation to develop solutions. <p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 6.1 Creativity</p> <ul style="list-style-type: none"> Uses information, knowledge and experience to generate original ideas and challenge assumptions. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 5</p>
<p>Session Six: Developing a Lean Business Plan (Optional, Self-Guided)</p> <p>Students construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning.</p> <p>Students will:</p> <ul style="list-style-type: none"> Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.3 Strategic Thinking</p> <ul style="list-style-type: none"> Analyzes elements of a problem situation to develop solutions. <p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 6.2 Innovation</p> <ul style="list-style-type: none"> Searches for new ways to improve the efficiency of existing processes. Determines the feasibility of improvements for ideas and concepts. Accepts and incorporates constructive criticism into proposals for innovation. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4</p>

JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
			11-12.L.4 Mathematics N.Q.A.1. Mathematical Practices 1, 2, 5

JA Career Exploration Fair High School

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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>Students will:</p> <ul style="list-style-type: none"> Define careers. Differentiate among abilities, interests, work preferences, and values. Identify their personal characteristics. 	<p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies one or more career pathways that align with personal interests and aptitudes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Two: Day of the Fair</p> <p>During the JA Career Exploration Fair, students engage with volunteers and learn more about different businesses and jobs.</p> <p>Students will:</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>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Asks pertinent questions to acquire or confirm information. Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills). <p>CRS 8.3 Social and Cultural Competence</p> <ul style="list-style-type: none"> Gives and earns respect by interacting positively with people of different backgrounds, experiences and beliefs. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Three: After the Fair</p> <p>In the post-fair session, students will reflect on their JA Career Exploration Fair experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify a future career goal. Create a personal action plan. 	<p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies one or more career pathways that align with personal interests and aptitudes. Develops career goals and objectives. Develops a personal education and career plan to 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4</p>

JA Career Exploration Fair High School

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
		<p>meet goals and objectives.</p> <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> • Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> • Uses resources to develop goals that address training, education and self-improvement issues. 	11-12.L.4

JA Career Speakers Series

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify skills and interests. Recognize Career Clusters. Recall future high-demand occupations. 	<p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies one or more career pathways that align with personal interests and aptitudes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Students will:</p> <ul style="list-style-type: none"> Practice active listening skills. Equate job responsibilities with skills and interests. 	<p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Asks pertinent questions to acquire or confirm information. Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies one or more career pathways that align with personal interests and aptitudes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize Career Clusters. 	<p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Career Success

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session One: Welcome to the Workplace</p> <p>This session introduces students to a new work environment, reveals the value of an employee handbook for new employees, and stresses the importance of setting goals in a work environment by developing SMART goals.</p> <p>Students:</p> <ul style="list-style-type: none"> Examine a company's organizational hierarchy and cultural norms to adapt to the specific business environment. Establish SMART performance goals that align with the company's key success factors. 	N/A	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> Differentiates between leadership and management. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Develops career goals and objectives. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Two: Workplace Decision Making</p> <p>Students apply a decision making model. The process includes identifying credible research sources, analyzing data, and narrowing choices based on the company's business requirements. Students communicate their decision in a persuasive manner.</p> <p>Students:</p> <ul style="list-style-type: none"> Demonstrate self-direction by identifying credible sources, conducting research, and summarizing recommendations. Communicate recommendations using evidence for persuasion. 	N/A	<p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents. <p>CRS 2.3 Presentations</p> <ul style="list-style-type: none"> Prepares presentations to provide information for specific purposes and audiences. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. Develops and prioritizes possible solutions with supporting rationale. Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> Employs organizational development skills to foster positive working relationships and accomplish goals. Enlists the support of others to accomplish a goal. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> Uses various methods to search for valid, relevant data to complete workplace tasks. Evaluates Internet resources for reliability and validity. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.8 9-10.RI.10 11-12.RI.1 11-12.RI.4 11-12.RI.8 11-12.RI.10</p> <p>ELA: Writing</p> <p>9-10.W.1 9-10.W.2 9-10.W.4 9-10.W.7 9-10.W.8 9-10.W.9 11-12.W.1 11-12.W.2 11-12.W.4 11-12.W.7 11-12.W.8 11-12.W.9</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
			9-10.SL.4 11-12.SL.1 11-12.SL.2 11-12.SL.4 ELA: Language 9-10.L.4 11-12.L.4
<p>Session Three: Work Smart: Planning and Remote Collaboration</p> <p>Students plan a remote company meeting to learn best practices for organization, planning, and time management. Students discern the important details from a memo about the meeting and then organize and prioritize tasks in a timeline. They explore best practices for being productive in a remote work environment.</p> <p>Students:</p> <ul style="list-style-type: none"> ● Organize work priorities based on importance and urgency. ● Plan realistic pacing for tasks to self-manage time and productivity. ● Identify best practices for collaborating when working remotely. 	N/A	<p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> ● Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Employs organizational development skills to foster positive working relationships and accomplish goals. ● Enlists the support of others to accomplish a goal. <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> ● Builds consensus within a team to accomplish results. ● Contributes to team-oriented projects and assignments. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> ● Uses the appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Reading Informational Text</p> 9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4 <p>ELA: Speaking and Listening</p> 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2 <p>ELA: Language</p> 9-10.L.4 11-12.L.4
<p>Session Four: Conflict Resolution in the Workplace</p> <p>Students analyze a workplace conflict and help find solutions to achieve a win-win outcome. Students will look at situations from different perspectives using empathy. Using critical thinking skills, they will role play the conflict and work together to effectively communicate and compromise to achieve a positive resolution.</p>	N/A	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Demonstrate interpretation of verbal and non-verbal messages in a conversation. ● Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. <p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> ● Accurately defines a problem or issue. ● Recognizes factors, constraints, goals and relationships in a problem situation. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> ● Presents multiple solutions to the problem based on evidence and 	<p>ELA: Reading Informational Text</p> 9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4 <p>ELA: Speaking and Listening</p> 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2 <p>ELA:</p>

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<p>Students:</p> <ul style="list-style-type: none"> ● Apply logic and reason to determine a win-win outcome for the team’s success. ● Express empathy and use active listening in a conflict resolution situation. 		<p>insights.</p> <ul style="list-style-type: none"> ● Evaluates solutions and determines the potential value toward solving the problem. ● Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> ● Uses reason and logic to evaluate situations from multiple perspectives. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Employs organizational development skills to foster positive working relationships and accomplish goals. ● Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills). <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> ● Builds consensus within a team to accomplish results. ● Engages team members and utilizes individual talents and skills. <p>CRS 8.1 Conflict Resolution</p> <ul style="list-style-type: none"> ● Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution. 	<p>Language 9-10.L.4 11-12.L.4</p>
<p>Session Five: Workplace Creativity</p> <p>Students explore the importance of creativity and innovation in the workplace. Students generate creative ideas for a failing product by using brainstorming techniques, narrowing choices, and refining ideas based on business requirements and organizational limitations placed on solutions.</p> <p>Students:</p> <ul style="list-style-type: none"> ● Invent creative and reasonable solutions using collaborative brainstorming techniques. ● Present the creative idea clearly and briefly, highlighting the solution’s features and benefits. ● Adjust the chosen solution based on business requirements and real-world limitations. 	N/A	<p>CRS 2.3 Presentations</p> <ul style="list-style-type: none"> ● Prepares presentations to provide information for specific purposes and audiences. <p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> ● Accurately defines a problem or issue. <p>CRS 6.1 Creativity</p> <ul style="list-style-type: none"> ● Uses information, knowledge and experience to generate original ideas and challenge assumptions. ● Initiates brainstorming to generate ideas to solve problems or maximize opportunities ● Appreciates new and creative ideas of others. <p>CRS 6.2 Innovation</p> <ul style="list-style-type: none"> ● Determines the feasibility of improvements for ideas and concepts. ● Accepts and incorporates constructive criticism into proposals for innovation. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 9-10.SL.4 11-12.SL.1 11-12.SL.2 11-12.SL.4</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>

JA Career Success

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session Six: Solving Work Problems</p> <p>Students develop problem-solving skills in a real-world business scenario. Students examine declining sales and analyze details to get to the root cause in order to solve the problem.</p> <p>Students:</p> <ul style="list-style-type: none"> ● Apply analytical thinking to research and identify the root cause of an issue. ● Present a clear solution that conveys sound reasoning and directly addresses the root cause. 	N/A	<p>CRS 2.3 Presentations</p> <ul style="list-style-type: none"> ● Prepares presentations to provide information for specific purposes and audiences. <p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> ● Accurately defines a problem or issue. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> ● Evaluates solutions and determines the potential value toward solving the problem. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.1 9-10.W.2 9-10.W.4 9-10.W.7 9-10.W.8 9-10.W.9 11-12.W.1 11-12.W.2 11-12.W.4 11-12.W.7 11-12.W.8 11-12.W.9</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 9-10.SL.4 11-12.SL.1 11-12.SL.2 11-12.SL.4</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session Seven: Crisis Management</p> <p>Students evaluate an existing contingency plan in the Production department and recommend improvements in light of a recent crisis.</p> <p>Students:</p> <ul style="list-style-type: none"> ● Identify potential crises and plan appropriate risk responses for each situation (avoid, reduce, transfer, or accept). ● Develop recommendations to revise an existing contingency plan to prepare for future problems. ● Communicate the revised contingency plan accurately and briefly. ● Reassess the original SMART goal based on the soft skills practiced in the simulated internship. 	<p>Personal Finance</p> <p>PF 5: Use appropriate and cost-effective risk management strategies.</p> <p>PF 5.1 Evaluate how risk management protects against financial loss.</p>	<p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> ● Presents multiple solutions to the problem based on evidence and insights. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> ● Prioritizes tasks to ensure progress toward stated objectives. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> ● Develops career goals and objectives. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> ● Uses resources to develop goals that address training, education and self-improvement issues. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Company Program 2.0

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, [stock issues,] and borrowing, including the advantages and risks of each.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> Employs organizational development skills to foster positive working relationships and accomplish goals. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> Develops personal management skills to function effectively and efficiently. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes. Develops career goals and objectives. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> Uses resources to develop goals that address training, education and self-improvement issues. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</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 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process</p>	<p>CRS 2.3 Presentations</p> <ul style="list-style-type: none"> Prepares presentations to provide information for specific purposes and audiences. <p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> Identifies and addresses customers’ needs and wants. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> Presents multiple solutions to the problem based on evidence and insights. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
identify a customer need and some plausible solutions.	considering alternatives and consequences.		11-12.L.4
<p>Meeting Three: Evaluate the Options</p> <p>Students apply their personal entrepreneurial skills while exploring decision making and vetting the viability of a venture, using a SWOT analysis tool to narrow their decision on their company's final product idea.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain why innovation is an integral factor for a company's health and growth. ● Explain how failure leads to success and how using a growth mindset can provide the appropriate perspective in challenging situations. ● Define the entrepreneurial mindset. ● Describe the key characteristics that a successful entrepreneur embodies. ● Explain the uses and benefits of a SWOT analysis for a start-up venture. ● Apply a SWOT analysis to each product/service the company is considering. ● Define the terms pivot and persevere related to business venture startups. ● Use data to make informed decisions about the direction of the business. ● Execute a final decision about whether to proceed with the team's chosen product/ service using data-informed decision making. ● Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Conducts research, gathers input and analyzes information necessary for decision-making. ● Develops and prioritizes possible solutions with supporting rationale. ● Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 6.2 Innovation</p> <ul style="list-style-type: none"> ● Searches for new ways to improve the efficiency of existing processes. ● Determines the feasibility of improvements for ideas and concepts. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<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. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p>	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. <p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work and tasks. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Employs organizational development skills to foster positive working relationships and accomplish goals. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> ● Determines the objectives, parameters and deadlines involved in managing a project prior to 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<ul style="list-style-type: none"> 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>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 2.2 Differentiate among various money management tools.</p> <p>PF 2.3 Generate a system to organize finances and maintain records.</p>	<p>beginning work.</p> <ul style="list-style-type: none"> Develops personal management skills to function effectively and efficiently. <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> Contributes to team-oriented projects and assignments. 	<p>and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 5, 6, 7</p>
<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. 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 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>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 2.2 Differentiate among various money management tools.</p> <p>PF 2.3 Generate a system to organize finances and maintain records.</p>	<p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work and tasks. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> Prioritizes tasks to ensure progress toward stated objectives. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> Employs organizational development skills to foster positive working relationships and accomplish goals. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. Develops personal management skills to function effectively and efficiently. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 9-10.SL.4 11-12.SL.1 11-12.SL.2 11-12.SL.4</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 5, 6, 7</p>
<p>Meeting Six-Eleven: Run the Business</p> <p>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-</p>	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods</p>	<p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> Identifies and addresses customers' needs and wants. Recommends appropriate products and services. <p>CRS 3.1 Personal Responsibility</p>	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10</p>

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<p>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>and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work and tasks. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Employs organizational development skills to foster positive working relationships and accomplish goals. ● Enlists the support of others to accomplish a goal. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> ● Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. ● Develops personal management skills to function effectively and efficiently. <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> ● Contributes to team-oriented projects and assignments. ● Engages team members and utilizes individual talents and skills. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> ● Uses the appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing 9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 9-10.SL.4 11-12.SL.1 11-12.SL.2 11-12.SL.4</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
<p>Topic: Finances (Self-Guided) Students learn how the finance department is a vital part of an organization and review the characteristics that contribute to a strong finance team</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe the importance of finance in a company. ● Explain the primary tasks and responsibilities of the finance team to understand this team’s role in company operations. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 7.3 Management</p> <ul style="list-style-type: none"> ● Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. ● Develops personal management skills to function effectively and efficiently. <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> ● Contributes to team-oriented projects and assignments. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> ● Uses the appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

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	<p>PF 2.2 Differentiate among various money management tools.</p> <p>PF 2.3 Generate a system to organize finances and maintain records.</p>		
<p>Topic: Leadership and Management (Self-Guided)</p> <p>Students review the concept of leadership and how leaders guide organizations, discover the characteristics that foster strong leadership skills, and identify the primary responsibilities of this business role in the JA Company Program.</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. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> Employs organizational development skills to foster positive working relationships and accomplish goals. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. Develops personal management skills to function effectively and efficiently. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> Uses the appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Topic: Marketing (Self-Guided)</p> <p>Students learn how marketing connects the company with the customer and is really the way that a company communicates with customers and other businesses. They learn the four Ps of the marketing mix and the primary responsibilities of the Marketing team during the JA Company Program.</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. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> Establishes positive relationship with internal and external customers. Identifies and addresses customers' needs and wants. Recommends appropriate products and services. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> Uses various methods to search for valid, relevant data to complete workplace tasks. Develops and uses a consistent approach for managing data. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
	considering alternatives and consequences.		11-12.SL.2 ELA: Language 9-10.L.4 11-12.L.4
<p>Topic: Sales (Self-Guided)</p> <p>Students learn how sales teams are vital to an organization and discover the primary responsibilities of the Sales team for the JA Company Program and learn tips for sales success.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of sales in a company. Explain the primary tasks and responsibilities of the Sales team to understand this team’s role in company operations. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 7.3 Management</p> <ul style="list-style-type: none"> Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. Develops personal management skills to function effectively and efficiently. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> Uses various methods to search for valid, relevant data to complete workplace tasks. Develops and uses a consistent approach for managing data. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> Uses the appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 5, 6, 7</p>
<p>Topic: Supply Chain Workflow (Self-Guided)</p> <p>Students learn that a supply chain is the network established to gather components, manufacture a product, and distribute that product to consumers. responsibilities.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the function of a supply chain and the purpose of each link in the supply chain as it relates to company operations. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p>	<p>CRS 7.3 Management</p> <ul style="list-style-type: none"> Develops personal management skills to function effectively and efficiently. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

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<p>Meeting Twelve: Liquidate the Company</p> <p>Students finalize their company's operations, initiate the steps necessary to liquidate their company's assets, and complete the steps to close out their company.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Describe the liquidation process for the company and the associated tasks. ● Demonstrate the liquidation process of a business by executing the tasks to complete the student company. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Employs organizational development skills to foster positive working relationships and accomplish goals. ● Enlists the support of others to accomplish a goal. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> ● Develops personal management skills to function effectively and efficiently. <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> ● Contributes to team-oriented projects and assignments. ● Engages team members and utilizes individual talents and skills. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 5, 6, 7</p>
<p>Meeting Thirteen: 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>Economics</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p>	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> ● Develops career goals and objectives. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> ● Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> ● Uses resources to develop goals that address training, education and self-improvement issues. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> ● Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

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<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>CRS 2.2 Writing</p> <ul style="list-style-type: none"> • Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> • Develops personal management skills to function effectively and efficiently. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> • Uses various methods to search for valid, relevant data to complete workplace tasks. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> • Uses the appropriate technology tools for conveying information, solving problems and expediting processes. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> • Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing 9-10.W.2 9-10.W.4 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
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JA Company Program Pop Up

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Meeting One: Pop-Up Warm-Up</p> <p>This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain what a pop-up business is and its intended purpose. ● Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture. ● Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements. ● Discuss the importance of charitable giving. 	<p>Economics</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Employs organizational development skills to foster positive working relationships and accomplish goals. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> ● Develops personal management skills to function effectively and efficiently. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> ● Identifies opportunities in one or more career pathways that aligns with personal interest and aptitudes. ● Develops career goals and objectives. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> ● Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Meeting Two: Doing the Research</p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers' needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Identify the elements of the profit equation and understand how to calculate profit. ● Explain who the target audience is. 	<p>Economics</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Reads and comprehends written materials in a variety of forms and levels of complexity. ● Assimilates and applies new learning, knowledge, and skills. <p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> ● Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. ● Composes focused written documents such as: agendas, audio-visuals, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents. <p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> ● Identifies and addresses customers' needs and wants. <p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> ● Accurately defines a problem or issue. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Conducts research, gathers input and analyzes information necessary for decision-making. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.5 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 9-10.SL.6 11-12.SL.1 11-12.SL.2 11-12.SL.6</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<ul style="list-style-type: none"> Recognize the importance of the customers' wants and needs as they relate to the business's goals. Identify appropriate market research techniques to use when collecting information. 		<p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> Uses various methods to search for valid, relevant data to complete workplace tasks. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> Uses the appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
<p>Meeting Three: Defining the Pop-Up Structure</p> <p>During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze market research data to make planning decisions about the pop-up business to maximize sales. Describe the different roles and responsibilities necessary to organize and run a pop-up business. Reflect on their own personal strengths and weaknesses to determine what their role on the pop-up team should be. Draft a timeline of tasks and associated due dates needed to meet the company's goals. 	<p>Economics</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work and tasks. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> Employs organizational development skills to foster positive working relationships and accomplish goals. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> Uses various methods to search for valid, relevant data to complete workplace tasks. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> Uses the appropriate technology tools for conveying information, solving problems and expediting processes. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing 9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
<p>Meeting Four: The Ps of Pop-Up</p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore factors to consider when making the decision of where to locate the pop-up business. They learn</p>	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet</p>	<p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> Establishes positive relationship with internal and external customers. Identifies and addresses customers' needs and wants. Recommends appropriate products and services. <p>CRS 6.1 Creativity</p> <ul style="list-style-type: none"> Initiates brainstorming to generate ideas to solve problems or maximize opportunities. Appreciates new and creative ideas of others. <p>CRS 8.1 Teamwork</p>	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 9-10.RI.10 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>about merchandising, product display, and store layout as elements of marketing strategy to maximize sales.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business. ● Recognize that people want to be able to connect emotionally with a charitable cause. ● Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix. ● Design an optimal layout for the pop-up business that will maximize sales. 	<p>consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<ul style="list-style-type: none"> ● Contributes to team-oriented projects and assignments. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> ● Uses the appropriate technology tools for conveying information, solving problems and expediting processes. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> ● Understands the knowledge and skills required of an entrepreneur. 	<p>11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>
<p>Meeting Five: Creating the Buzz</p> <p>This meeting focuses on selecting a price for the product or service, as well as promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will determine how to promote their business and will work on tasks for advertising.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Formulate the appropriate price for their product to achieve the pop-up store's monetary goal. ● Design promotional strategies and materials to attract interest in the pop-up business. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Practices active and attentive listening skills. <p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> ● Identifies and addresses customers' needs and wants. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> ● Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> ● Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

JA Company Program Pop Up

<p>Meeting Six: Open for Business!</p> <p>In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operating. Additionally, they review and finalize all logistics necessary to launch and open the store.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Select appropriate sales strategies to use while interacting with customers during pop-up store sales. ● Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals. ● Assist others in empathizing with charitable causes that are personally meaningful. ● Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. <p>CRS 2.5 Customer Service</p> <ul style="list-style-type: none"> ● Identifies and addresses customers' needs and wants. <p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work and tasks. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> ● Establishes and executes plans to completion even when faced with setbacks. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Employs organizational skills to foster positive working relationships and accomplish goals. ● Enlists the support of others to accomplish a goal. <p>CRS 7.3 Management</p> <ul style="list-style-type: none"> ● Determines the objectives, parameters and deadlines involved in managing a project prior to beginning work. ● Develops personal management skills to function effectively and efficiently. <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> ● Contributes to team-oriented projects and assignments. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> ● Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
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JA Company Program Pop Up

<p>Meeting Seven: Pop-Up Wrap-Up</p> <p>This meeting guides students through the final tasks necessary to close the pop-up business, reconcile the finances, and determine the business’s final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store’s proceeds to their charitable recipient and celebrate accomplishments.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Complete the tasks to calculate final sales and profit and close out the business. • Identify meaningful ways to contribute proceeds to a worthy cause. • Analyze final sales information and compare it to the pop-up business’s initial profit goal. • Assess company and personal goals to determine successes and areas for improvement. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Reads and comprehends written materials in a variety of forms and levels of complexity. • Assimilates and applies new learning, knowledge, and skills. <p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> • Takes responsibility for individual and shared group work and tasks. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> • Uses the appropriate technology tools for conveying information, solving problems and expediting processes. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> • Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
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JA Excellence Through Ethics

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Day of the Visit (Required Session)</p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make. Then students are given a process to use when faced with an ethical dilemma.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the key terms <i>ethics, ethical dilemma, values, core values, and interdependence.</i> Articulate how one’s core values affect one’s choices. Articulate and identify the steps necessary to make ethical decisions. Recognize that individual ethics affect the greater community. 	<p>Economics</p> <p>9-12.E.5.E. The student explains the virtues and skills required of workers to be successful in the workplace.</p>	<p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Accurately defines a problem or issue. Recognizes factors, constraints, goals and relationships in a problem situation. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. Considers multiple and diverse points of view. <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>(Optional Choice) Activity Two: Making the Right Choice Online and on Social Media</p> <p>Students discuss scenarios related to choices they might make online.</p>	<p>N/A</p>	<p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

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<p>(Optional Choice) Activity Three: Personal Finance: How Unethical Is It, Really?</p> <p>Students are introduced to the importance of budgeting to prevent overspending.</p>	<p>Economics</p> <p>9-12.E.5.E. The student explains the virtues and skills required of workers to be successful in the workplace.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>PF 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 2.2 Differentiate among various money management tools.</p> <p>PF 3: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.1 Explain how saving contributes to financial security.</p>	<p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> • Demonstrates a willingness to learn new knowledge and skills. • Considers multiple and diverse points of view. <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> • Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. • Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>(Optional Choice) Activity Four: Business and Customer Ethics: How Unethical Is It, Really?</p> <p>Students consider ethical decisions made in business.</p>	<p>Economics</p> <p>9-12.E.2.E. The student explains how people voluntarily make an exchange when all parties believe they will gain from the trade.</p> <p>9-12.E.5.E. The student explains the virtues and skills required of workers to be successful in the workplace.</p>	<p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> • Accurately defines a problem or issue. • Recognizes factors, constraints, goals and relationships in a problem situation. <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> • Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. • Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>(Optional Choice) Activity Five: Entrepreneurial Ethics: How Unethical Is It, Really?</p> <p>Students explore the ethical dilemmas entrepreneurs face.</p>	<p>Economics</p> <p>9-12.E.2.E. The student explains how people voluntarily make an exchange when all parties believe they will gain from the trade.</p> <p>9-12.E.5.E. The student explains the virtues and skills required of workers to be successful in the workplace.</p>	<p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> • Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. • Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> • Understands the knowledge and skills required of an entrepreneur. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1</p>

JA Excellence Through Ethics

			<p>11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>
<p>(Optional Choice) Activity Six: Core Values on Dome Planet</p> <p>Students imagine a new world and what they want life to look like for everyone in that world.</p>	<p>United States History</p> <p>9-12.US.10.E. The student explains the importance of a well-informed, virtuous, and industrious citizenry within representative self-government.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Reads and comprehends written materials in a variety of forms and levels of complexity. • Assimilates and applies new learning, knowledge, and skills. <p>CRS 6.1 Creativity</p> <ul style="list-style-type: none"> • Uses information, knowledge and experience to generate original ideas and challenge assumptions. • Appreciates new and creative ideas of others. <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> • Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. 	<p>LA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>

JA High School Heroes

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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>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. 	N/A	<p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills). <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> ● Builds consensus within a team to accomplish results. ● Contributes to team-oriented projects and assignments. <p>CRS 8.2 Conflict Resolution</p> <ul style="list-style-type: none"> ● Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions. ● Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6</p>
<p>Presentation Skills and Classroom Management</p> <p>Students learn effective presentation techniques to get an audience’s attention and keep it. They gain insight into classroom dynamics to assist with managing elementary school students when in that environment.</p> <p>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. 	N/A	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Practices active and attentive listening skills. <p>CRS 2.3 Presentations</p> <ul style="list-style-type: none"> ● Prepares presentations to provide information for specific purposes and audiences. ● Delivers presentations that sustain listeners’ attention and interest. <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> ● Builds consensus within a team to accomplish results. ● Contributes to team-oriented projects and assignments. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills). 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 9-10.SL.4 9-10.SL.6 11-12.SL.1 11-12.SL.2 11-12.SL.4 11-12.SL.6</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>

JA High School Heroes

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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>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. 	N/A	<p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work and tasks. <p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> ● Accurately defines a problem or issue. ● Recognizes factors, constraints, goals and relationships in a problem situation. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> ● Presents multiple solutions to the problem based on evidence and insights. ● Evaluates solutions and determines the potential value toward solving the problem. ● Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> ● Uses reason and logic to evaluate situations from multiple perspectives. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</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>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. 	N/A	<p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> ● Prioritizes tasks to ensure progress toward stated objectives. ● Presents a professional attitude and mindset in the classroom and workplace. ● Adapts to change and demonstrates agility. <p>CRS 7.1 Leadership</p> <ul style="list-style-type: none"> ● Models the positive attributes of effective leaders (e.g. self awareness, self-regulation, motivation, empathy and social skills). <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> ● Develops a personal education [and career] plan to meet goals and objectives. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing 9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>

JA Inspire Advanced

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session One: Career Interests and Your Path</p> <p>Students are introduced to the concept of using their own values, skills, and interests as the foundation of career decisions. They watch the first in a series of <i>JA Inspire</i> videos on career planning. They take a career assessment and evaluate their results.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Consider their values, skills, and interests. ● Take a Career Interest Inventory. ● Relate their values, skills, interests, and Career Interest Inventory to future career opportunities. 	N/A	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> ● Uses resources to develop goals that address training, education and self-improvement issues. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Two: Career Planning and Your Path</p> <p>Students are introduced to career clusters and focus on those tied to the results of their Career Interest Inventory. They watch the second in a series of <i>JA Inspire</i> videos on career planning. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in those fields.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Learn why career planning is important. ● Recognize career clusters. ● Identify career clusters that match their skills and interests. ● Identify requirements to obtain jobs in fields of interest. 	N/A	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> ● Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> ● Uses resources to develop goals that address training, education and self-improvement issues. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Three: Preparing to Meet Your Future</p> <p>Students learn how awareness of their values, skills, and interests helps guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Understand why it's important to choose a career where they can be successful and develop a career plan. ● Practice soft skills. 	N/A	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> ● Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> ● Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> ● Uses resources to develop goals that address training, education and self-improvement issues. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Inspire Advanced

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<ul style="list-style-type: none"> Recognize education and training requirements and opportunities for careers of interest including internships and apprenticeships. 			
<p>Session Four: Local Business Means Opportunity</p> <p>Students learn about their local economy. They review the list of <i>JA Inspire</i> exhibitors and the website of their local Chamber of Commerce and look for common themes, such as career clusters. They identify companies they would like to visit during the event.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize traits of their local economy. Identify common career clusters in their area and among <i>JA Inspire</i> exhibitors. Create a list of exhibitors to visit during the <i>JA Inspire</i> event. Create a brag sheet. 	N/A	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. Markets self effectively to potential employers and institutions. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> Uses resources to develop goals that address training, education and self-improvement issues. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Five (Virtual Event): Learn from the Experts</p> <p>Students review the speakers and webinars available at the <i>JA Inspire</i> event, create a list of at least three to view, and define what they would like to learn from them.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify relevant <i>JA Inspire</i> speakers and webinars to attend. Note facts about the speakers and topics of webinars they will attend. Develop questions to consider when watching the speakers and webinars. 	N/A	<p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> Uses resources to develop goals that address training, education and self-improvement issues. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Inspire Advanced

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session Five (In-Person Event): Prepare for the JA Inspire Event</p> <p>Students prepare for the in-person JA Inspire event by reviewing logistics of the event day and getting ready to make a good first impression when interacting with company representatives.</p> <p>Students will:</p> <ul style="list-style-type: none"> Learn the logistics of attending the in-person event. Learn how to conduct themselves at the event and receive a Code of Conduct. Learn the importance of networking and create an elevator pitch to help them network at the event. Prepare questions that they want to ask and practice asking them. Express their expectations of the upcoming event. 	N/A	<p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. <p>CRS 10.4 Professional Development</p> <ul style="list-style-type: none"> Uses resources to develop goals that address training, education and self-improvement issues. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Six: Visit the JA Inspire Event</p> <p>Students attend the <i>JA Inspire</i> event.</p> <p>Students will:</p> <ul style="list-style-type: none"> Attend the <i>JA Inspire</i> event. Visit exhibits at the event. (Virtual <i>JA Inspire</i> event only) Attend speeches and webinars. (Virtual <i>JA Inspire</i> event only) Complete the What I Learned section of the chart from their Learn from the Experts handout. (In-Person <i>JA Inspire</i> event only) Engage with exhibitors and document what they learn. 	N/A	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Asks pertinent questions to acquire or confirm information. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. Markets self effectively to potential employers and institutions. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Inspire Advanced

<p>Session Seven: JA Inspire Personal Reflection</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Evaluate personal goals and priorities based on their experience in the <i>JA Inspire</i> program. ● Identify next steps, including exploration of post-high school education and networking opportunities. 	<p>N/A</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Reads and comprehends written materials in a variety of forms and levels of complexity. ● Assimilates and applies new learning, knowledge, and skills. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> ● Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. ● Develops career goals and objectives. ● Develops a personal education and career plan to meet goals and objectives. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.4 9-10.W.7 11-12.W.4 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
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JA It's My Job (Soft Skills)

Session Description	Career Readiness Skills	ELA / Mathematics
<p>Communicating About Yourself</p> <p>This session covers communication methods to ensure workplace success. Students learn what their dress, speech, and listening skills communicate to others about themselves.</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>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Asks pertinent questions to acquire or confirm information. Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</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 document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify information necessary for a job application. Recognize key features and formatting of resumes. Use appropriate language for a resume. 	<p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> Markets self effectively to potential employers and institutions. <p>CRS 10.3 Resume, Portfolios, and Interviews</p> <ul style="list-style-type: none"> Prepares a professional resume appropriate for each situation. Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio. Presents a professional image appropriate for the job interview. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing 9-10.W.2 9-10.W.4 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>

JA It's My Job (Soft Skills)

Session Description	Career Readiness Skills	ELA / Mathematics
<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>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> ● Markets self effectively to potential employers and institutions. <p>CRS 10.3 Resume, Portfolios, and Interviews</p> <ul style="list-style-type: none"> ● Prepares a professional resume appropriate for each situation. ● Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio. ● Presents a professional image appropriate for the job interview. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 9-10.SL.6 11-12.SL.1 11-12.SL.2 11-12.SL.6</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Cell Phones in the Workplace</p> <p>This session covers communication methods to ensure workplace success, focusing on cell phones. An activity covers cell phone etiquette, plus there are three optional activities to choose from.</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 for communicating in the workplace. 	<p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> ● Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> ● Uses appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 11-12.W.2 11-12.W.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA It's My Job (Soft Skills)

Session Description	Career Readiness Skills	ELA / Mathematics
<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>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> ● Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. ● Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. ● Practices ethics behavior at all times and complies with code of conduct. <p>CRS 8.2 Conflict Resolution</p> <ul style="list-style-type: none"> ● Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</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>CRS 2.2 Writing</p> <ul style="list-style-type: none"> ● Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. ● Composes focused written documents. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> ● Uses appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 11-12.W.2 11-12.W.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Job Shadow

Session Description	Career Readiness Skills	ELA / Mathematics
<p>Session One: Finding Your Future</p> <p>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>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work and tasks. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
<p>Session Two: Career Exploration & Informational Interviews</p> <p>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>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Asks pertinent questions to acquire or confirm information. Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> Uses multiple resources, including personal and professional networks, to locate job and/or educational opportunities. Researches information about prospective employers [to successfully complete an application.] Markets self effectively to potential employers and institutions. <p>CRS 10.3 Resumes, Portfolios, and Interviews</p> <ul style="list-style-type: none"> Produces a record of education and work experiences, licenses, certifications and projects/products to include in a portfolio. Presents a professional image appropriate for the job interview. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

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<p>Session Three: Job Site Visit</p> <p>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 <i>JA Job Shadow Site Coordinator Guide</i>.</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>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work and tasks. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> ● Presents a professional attitude and mindset in the classroom and workplace. <p>CRS 10.3 Resumes, Portfolios, and Interviews</p> <ul style="list-style-type: none"> ● Presents a professional image appropriate for the job interview. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>
<p>Session Four: Site Visit Reflection</p> <p>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>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. <p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> ● Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. <p>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> ● Uses professional digital media to create a personal brand. <p>CRS 10.3 Resumes, Portfolios, and Interviews</p> <ul style="list-style-type: none"> ● Prepares a professional resume appropriate for each situation. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing 9-10.W.2 9-10.W.4 11-12.W.2 11-12.W.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>
<p>Session Five: Interviewing for a Job</p> <p>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>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 10.3 Resumes, Portfolios, and Interviews</p>	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing 9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2</p>

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	<ul style="list-style-type: none"> ● Presents a professional image appropriate for the job interview. 	11-12.SL.1 11-12.SL.2 ELA: Language 9-10.L.4 11-12.L.4
<p>Session Six: Job Shadow Prep</p> <p>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>CRS 10.2 Employment / Education Seeking</p> <ul style="list-style-type: none"> ● Researches information about a prospective employers to successfully complete an application. <p>CRS 10.3 Resumes, Portfolios, and Interviews</p> <ul style="list-style-type: none"> ● Presents a professional image appropriate for the job interview. 	<p>ELA: Reading Informational Text</p> 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4 <p>ELA: Writing</p> 9-10.W.2 9-10.W.4 11-12.W.2 11-12.W.4 <p>ELA: Speaking and Listening</p> 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2 <p>ELA: Language</p> 9-10.L.4 11-12.L.4
<p>Session Seven: Job Shadow Experience</p> <p>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>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text</p> 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4 <p>ELA: Writing</p> 9-10.W.2 9-10.W.4 11-12.W.2 11-12.W.4 <p>ELA: Speaking and Listening</p> 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2 <p>ELA: Language</p> 9-10.L.4 11-12.L.4

JA Job Shadow

<p>Session Eight: Job Shadow Reflection & Career Planning</p> <p>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>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. Develops career goals and objectives. Develops a personal education and career plan to meet goals and objectives. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>
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JA Launch Lesson

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Optional Pre-Lesson Enhancements</p> <p>To prepare for the guest entrepreneur, consider these optional entrepreneurship- focused opportunities:</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Research the visiting entrepreneur(s) and their companies. ● Prepare questions for the guest entrepreneur(s) to ask during the lesson. ● Complete the Could I Be an Entrepreneur? self-guided assessment on JA Connect Entrepreneurship (recommended). ● Explore other relevant resources on JA Connect at https://connect.ja.org/ (optional). 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p>	<p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> ● Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Writing 9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>
<p>Day of the Visit</p> <p>Students engage in an inspirational experience that explores entrepreneurship and highlights the opportunities, challenges, and preparation required for successful participation in the global economy.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Analyze a real-world example of entrepreneurship. ● Determine one next step that could lead to further exploration of entrepreneurship.. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p>	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> ● Uses professional etiquette and observes social protocols when communicating. ● Practices appropriate use of social media in personal and professional environments. ● Uses proper word choice and tone when communicating to teachers, classmates, superiors, customers/clients and co-workers. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> ● Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text 9-10.RI.1 9-10.RI.4 11-12.RI.1 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>

JA Launch Lesson

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Extended Learning Opportunities (Optional)</p> <p>Students will reflect and discuss their learnings after interacting with a local business professional.</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> <p>Students will:</p> <ul style="list-style-type: none"> • Work independently to discover more about entrepreneurship. 	<p>Economics</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p>	<p>CRS 2.2 Writing</p> <ul style="list-style-type: none"> • Produces clear and coherent written communication in which the development, organization and style are appropriate to task, purpose and audience. • Composes focused written documents such as: agendas, audio-visuials, bibliographies, drafts, emails, forms, notes, oral presentations, reports and technical documents. • Constructs a well-reasoned position, based on an openness to new information and ideas, to support a theory or validate a point of view. <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> • Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> • Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> • Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.1 9-10.RI.2 9-10.RI.4 11-12.RI.1 11-12.RI.2 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.2 9-10.W.4 9-10.W.7 11-12.W.2 11-12.W.4 11-12.W.7</p> <p>ELA: Language</p> <p>9-10.L.4 11-12.L.4</p>

JA Personal Finance 2.0

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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 their financial decisions can affect others. ● Use healthy relationship behaviors to discuss shared financial decisions. 	<p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.1 Planning</p> <ul style="list-style-type: none"> ● Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</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 in a budget. 	<p>Economics 9-12.E.2.A. The student explains how resources are limited, that people cannot have all the goods and services they want, and, therefore, that they must choose some things and forgo others.</p> <p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.2 Differentiate among various money management tools.</p> <p>2.3 Generate a system to organize finances and maintain records.</p>	<p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> ● Uses the appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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>Economics</p> <p>9-12.E.2.A. The student explains how resources are limited, that people cannot have all the goods and services they want, and, therefore, that they must choose some things and forgo others.</p> <p>9-12.E.8.F. The student explains the basic savings, investment, and credit services that financial institutions offer.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.1 Explain how saving contributes to financial security.</p>	<p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> Uses the appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 5, 6, 7</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>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 3: Use an informed decision-making process to manage credit and debt.</p> <p>3.1 Differentiate the sources, costs and benefits of using consumer credit.</p> <p>3.2 Explain the positive and negative consequences of using credit.</p>	<p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Accurately defines a problem or issue. Recognizes factors, constraints, goals and relationships in a problem situation. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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>Personal Finance</p> <p>PF 3: Use an informed decision-making process to manage credit and debt.</p> <p>3.1 Differentiate the sources, costs and benefits of using consumer credit.</p> <p>3.2 Explain the positive and negative consequences of using credit.</p> <p>PF 5: Use appropriate and cost-effective risk management strategies.</p> <p>5.2 Determine how consumer protection laws protect consumers.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Asks pertinent questions to acquire or confirm information. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>
<p>Session Six: Smart Shopping (Optional: Self-Guided)</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 decision. Compare and contrast prices and data when making a purchase decision. Calculate savings gained through smart shopping. Make informed purchasing decisions to maximize buying power. Identify unhealthy behaviors related to purchasing decisions. Recognize how healthy conflict can be used to reach desired outcomes and create compromises. 	<p>Economics</p> <p>9-12.E.2.A. The student explains how resources are limited, that people cannot have all the goods and services they want, and, therefore, that they must choose some things and forgo others.</p> <p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Accurately defines a problem or issue. Recognizes factors, constraints, goals and relationships in a problem situation. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Develops and prioritizes possible solutions with supporting rationale. Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 8.2 Conflict Resolution</p> <ul style="list-style-type: none"> Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session Seven: Risk Management (Optional: Self-Guided)</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>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 5: Use appropriate and cost-effective risk management strategies.</p> <p>5.1 Evaluate how risk management protects against financial loss.</p>	<p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Recognizes factors, constraints, goals and relationships in a problem situation. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Develops and prioritizes possible solutions with supporting rationale. Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>
<p>Session Eight: Investing (Optional: Self-Guided)</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. 	<p>Economics</p> <p>9-12.E.8.F. The student explains the basic savings, investment, and credit services that financial institutions offer.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>2.2 Differentiate among various money management tools.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Develops and prioritizes possible solutions with supporting rationale. Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1. F.LE.A.3.</p> <p>Mathematical Practices 1, 2, 5</p>
<p>Session Nine: Credit Cards (Optional: Self-Guided)</p> <p>These 10-minute, student self-guided activities introduce credit cards as a form of short-term financing that can be used to pay a bill or make a purchase. Other topics covered include credit card types, credit card terms and credit card rights.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the term “credit card.” 	<p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>2.2 Differentiate among various money management tools.</p>	<p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Recognizes factors, constraints, goals and relationships in a problem situation. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Develops and prioritizes possible solutions with supporting rationale. Determines a course of action with the greatest perceived potential for success while considering its impact on others. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<ul style="list-style-type: none"> Understand the difference between a credit card and a debit card. Discuss the reasons to use—and not to use—a credit card. Describe how using a credit card can impact your credit rating for better or worse. Discuss some of the pros and cons of sharing a credit card. 	<p>PF 3: Use an informed decision-making process to manage credit and debt.</p> <p>3.1 Differentiate the sources, costs and benefits of using consumer credit.</p> <p>3.2 Explain positive and negative consequences of using credit.</p>		<p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 2, 3</p>
<p>Session Ten: Debt Management (Optional: Self-Guided)</p> <p>These 10-minute, student self-guided activities include lessons on bankruptcy, loans, managing debt, defaulting on loans, and consumer credit counselling.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the process, purpose, and outcomes of declaring bankruptcy. Identify the different types of bankruptcy. Evaluate the pros and cons of declaring bankruptcy in different situations. Analyze the impact of bankruptcy when debt is shared. 	<p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.2 Differentiate among various money management tools.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Accurately defines a problem or issue. Recognizes factors, constraints, goals and relationships in a problem situation. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 2, 3</p>
<p>Session 11: Net Worth (Optional: Self-Guided)</p> <p>These 10-minute, student self-guided activities explain net worth and the process of determining net worth. Students will explore the different types of net worth, set financial goals, and learn about investing to build wealth.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define net worth. Explore the process of determining net worth. Summarize the different types of net worth. Investigate the significance of shared net worth. Calculate personal net worth. 	<p>Economics</p> <p>9-12.E.8.F. The student explains the basic savings, investment, and credit services that financial institutions offer.</p> <p>Personal Finance</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.1 Explain how saving contributes to financial security.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 4.1 Perceptiveness</p> <ul style="list-style-type: none"> Accurately defines a problem or issue. Recognizes factors, constraints, goals and relationships in a problem situation. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 3, 5, 6, 7</p>

JA Take Stock in Your Future

Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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. 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>Economics</p> <p>9-12.E.5.B. The student explains the difference between sole proprietorship, partnership, and corporation within business organization.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p> <p>9-12.E.8.G. The student explains how, stocks, bonds, and mutual funds serve as investment opportunities.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> • Demonstrates the ability to reason critically and systematically. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> • Develops and prioritizes possible solutions with supporting rationale. • Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> • Demonstrates a willingness to learn new knowledge and skills. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> • Uses the appropriate technology tools for conveying information, solving problems and expediting processes. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 3, 5, 6, 7, 8</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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"> ● Determine ways to assess the risks in investing. ● Discuss the impact that economic events have on stock prices and supply and demand. ● Analyze the data in a stock table. ● Practice following the process for buying and selling stocks on the stock market. 	<p>Economics</p> <p>9-12.E.5.B. The student explains the difference between sole proprietorship, partnership, and corporation within business organization.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p> <p>9-12.E.8.F. The student explains the basic savings, investment, and credit services that financial institutions offer.</p> <p>9-12.E.8.G. The student explains how, stocks, bonds, and mutual funds serve as investment opportunities.</p> <p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.1 Explain how saving contributes to financial security.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> ● Demonstrates the ability to reason critically and systematically. ● Critiques possible solutions using valid research, historical context and balanced judgment. ● Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Conducts research, gathers input and analyzes information necessary for decision-making. ● Develops and prioritizes possible solutions with supporting rationale. ● Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 9.1 Data Gathering Access, and Management</p> <ul style="list-style-type: none"> ● Develops and uses a consistent approach for managing data. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> ● Uses the appropriate technology tools for conveying information, solving problems and expediting processes. ● Identifies the value of technology tools and applications. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 3, 5, 6, 7, 8</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Session Three: Exploring Dividends</p> <p>Students analyze today's stock market and explore the concept of dividends. Students analyze their fictitious stock portfolios 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. Refine their process for buying and selling stocks. Calculate cash and stock dividend earnings. 	<p>Economics</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p> <p>9-12.E.8.F. The student explains the basic savings, investment, and credit services that financial institutions offer.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Critiques possible solutions using valid research, historical context and balanced judgment. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 9.1 Data Gathering Access, and Management</p> <ul style="list-style-type: none"> Develops and uses a consistent approach for managing data. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> Uses the appropriate technology tools for conveying information, solving problems and expediting processes. Identifies the value of technology tools and applications. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 3, 5, 6, 7, 8</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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, experience, and the online stock market simulation tool of choice.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● Implement knowledge of how to buy and sell stocks. ● Apply knowledge of how current events can impact stock prices. ● Evaluate the possible trade-off for each stock decision, prior to committing to the decision. ● Communicate and collaborate effectively within a team to successfully implement game strategies. 	<p>Economics</p> <p>9-12.E.5.B. The student explains the difference between sole proprietorship, partnership, and corporation within business organization.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p> <p>9-12.E.8.G. The student explains how, stocks, bonds, and mutual funds serve as investment opportunities.</p> <p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> ● Asks pertinent questions to acquire or confirm information. ● Practices active and attentive listening skills. <p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> ● Takes responsibility for individual and shared group work. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> ● Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> ● Demonstrates the ability to reason critically and systematically. ● Critiques possible solutions using valid research, historical context and balanced judgment. ● Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> ● Conducts research, gathers input and analyzes information necessary for decision-making. ● Develops and prioritizes possible solutions with supporting rationale. <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> ● Contributes to team-oriented projects and assignments. <p>CRS 9.1 Data Gathering Access, and Management</p> <ul style="list-style-type: none"> ● Develops and uses a consistent approach for managing data. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> ● Uses the appropriate technology tools for conveying information, solving problems and expediting processes. ● Identifies the value of technology tools and applications. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 3, 5, 6, 7, 8</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<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 financial goals.</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>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.1 Explain how saving contributes to financial security.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p> <p>PF 5: Use appropriate and cost-effective risk management strategies.</p> <p>PF 5.1 Evaluate how risk management protects against financial loss.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> • Demonstrates the ability to reason critically and systematically. • Critiques possible solutions using valid research, historical context and balanced judgment. • Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> • Conducts research, gathers input and analyzes information necessary for decision-making. • Develops and prioritizes possible solutions with supporting rationale. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> • Demonstrates a willingness to learn new knowledge and skills. • 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Writing</p> <p>9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening</p> <p>9-10.SL.1 9-10.SL.2 11-12.SL.1 11-12.SL.2</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 3, 5, 6, 7, 8</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Extension: Analyzing Initial Public Offerings (IPOs)</p> <p>Students learn some of the factors that investors consider when selecting an IPO for investment.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the factors to consider when deciding whether to invest in an IPO. 	<p>Economics</p> <p>9-12.E.5.B. The student explains the difference between sole proprietorship, partnership, and corporation within business organization.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 3, 5, 6, 7, 8</p>
<p>Extension: Comparing Investment Channels</p> <p>Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method.</p> <p>Students will:</p> <ul style="list-style-type: none"> Compare the advantages and disadvantages of buying and selling investments through various channels. 	<p>Economics</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Critiques possible solutions using valid research, historical context and balanced judgment. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>

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Session Description	Social Studies Standards / Personal Finance	Career Readiness Skills	ELA / Mathematics
<p>Extension: Data Gathering</p> <p>Students learn where investors can find detailed information about companies and how to evaluate each source of information.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify what resources investors use to make informed investment decisions. Express why investors research companies before making investment decisions. 	<p>Economics</p> <p>9-12.E.5.B. The student explains the difference between sole proprietorship, partnership, and corporation within business organization.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Critiques possible solutions using valid research, historical context and balanced judgment. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>
<p>Extension: Diversification and Risk</p> <p>Students learn that, even though individual investors may have different risk tolerances, smart investors always seek to minimize their risk by diversifying their portfolios.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify different levels of risk tolerance. Express how and why investors use diversification to minimize risk. 	<p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Critiques possible solutions using valid research, historical context and balanced judgment. <p>CRS 9.1 Data Gathering Access, and Management</p> <ul style="list-style-type: none"> Uses various methods to search for valid, relevant data to complete workplace tasks. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>

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<p>Extension: Evaluating Your Financial Plan</p> <p>Students learn how to review their financial plans and select investments that meet stated goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review and evaluate their financial plans. Select possible investments that meet the goals of the financial plan. 	<p>Economics</p> <p>9-12.E.8.F. The student explains the basic savings, investment, and credit services that financial institutions offer.</p> <p>9-12.E.8.G. The student explains how, stocks, bonds, and mutual funds serve as investment opportunities.</p> <p>Personal Finance</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.1 Explain how saving contributes to financial security.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Critiques possible solutions using valid research, historical context and balanced judgment. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 9.1 Data Gathering Access, and Management</p> <ul style="list-style-type: none"> Uses various methods to search for valid, relevant data to complete workplace tasks. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 3, 5, 6, 7, 8</p>
<p>Extension: Factors That Influence Stock Prices</p> <p>Students learn the basics of supply and demand in the stock market, explore factors that impact stock price, and read and respond to scenarios related to determining stock price.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain how supply and demand govern the price of a stock when it is traded on a stock market. Describe the factors that can influence stock price. 	<p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Critiques possible solutions using valid research, historical context and balanced judgment. <p>CRS 9.1 Data Gathering Access, and Management</p> <ul style="list-style-type: none"> Uses various methods to search for valid, relevant data to complete workplace tasks. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics</p> <p>N.Q.A.1.</p> <p>Mathematical Practices</p> <p>1, 2, 3, 5, 6, 7, 8</p>

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<p>Extension: Financial Watchdogs</p> <p>Students learn about several groups who oversee the financial sector, set and enforce the policies and laws regulating it, and protect investors.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the protections provided to investors by market regulatory agencies that oversee financial markets, products, and professionals. 	<p>Economics NA</p> <p>Personal Finance NA</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. Identifies the value of technology tools and applications. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>
<p>Extension: Investing for the Long Term</p> <p>Students learn why investing over the long-term offers the best path toward success in the market and why day trading can be fraught with risk.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the value of and benefits associated with long-term investments. Express the risks associated with day trading and short-term investments. 	<p>Economics 9-12.E.8.F. The student explains the basic savings, investment, and credit services that financial institutions offer.</p> <p>Personal Finance PF 1: Analyze elements that affect personal income. 1.1 Explain controllable factors involved in personal finance.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Critiques possible solutions using valid research, historical context and balanced judgment. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. <p>CRS 9.1 Data Gathering Access, and Management</p> <ul style="list-style-type: none"> Develops and uses a consistent approach for managing data. 	<p>ELA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>
<p>Extension: My Stock Portfolio</p> <p>This student self-guided activity enables students to practice what they have learned about investing as they research, select, and track real stocks on the stock market using an initial imaginary investment of \$10,000. This activity has no time limit, and students may track and adjust their portfolios for as long as they'd like. You might want to set time parameters on this project, such as a month, six weeks, or some other period of time that makes sense for students to be able to track their portfolios.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply research-based investment decisions. Practice following the process for buying and selling stocks. 	<p>Personal Finance PF 2: Implement processes involved in managing personal finances. 2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals. 4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Critiques possible solutions using valid research, historical context and balanced judgment. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. Develops and prioritizes possible solutions with supporting rationale. Determines a course of action with the greatest perceived potential for success while considering its impact on others. <p>CRS 9.1 Data Gathering Access, and Management</p> <ul style="list-style-type: none"> Develops and uses a consistent approach for managing data. <p>CRS 9.2 Tools and Applications</p> <ul style="list-style-type: none"> Uses the appropriate technology tools for conveying information, solving problems and expediting processes. Identifies the value of technology tools and applications. 	<p>LA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 3, 5, 6, 7, 8</p>

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<p>Extension: Preparing for the JA Stock Market Challenge</p> <p>Students learn about the JA Stock Market Challenge and review the big ideas about stocks and the stock market.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review the big ideas about investing, specifically stocks and stock trading. Prepare for the JA Stock Market Challenge. 	<p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Critiques possible solutions using valid research, historical context and balanced judgment. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 8.1 Teamwork</p> <ul style="list-style-type: none"> Contributes to team-oriented projects and assignments. 	<p>ELA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>
<p>Extension: Private vs. Public Companies</p> <p>Students learn the basics of company ownership models using a pizza business scenario. They explore the advantages and disadvantages for a company of remaining private or becoming publicly owned.</p> <p>Students will:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the differences between private and public companies as they relate to company ownership. Explain why a company would remain private or go public. 	<p>Economics</p> <p>9-12.E.5.B. The student explains the difference between sole proprietorship, partnership, and corporation within business organization.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>
<p>Extension: Setting Stock Prices & Trading Stock</p> <p>Students learn why public companies sell stock, what happens during a company's initial public offering, and how stocks are traded on a stock exchange.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify how a stock's price is set during a company's initial public offering. Identify the steps in the process for buying and selling stocks on a stock exchange. 	<p>Economics</p> <p>9-12.E.5.B. The student explains the difference between sole proprietorship, partnership, and corporation within business organization.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p> <p>9-12.E.8.G. The student explains how, stocks, bonds, and mutual funds serve as investment opportunities.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> Requires minimal supervision to successfully complete tasks on schedule. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematical Practices</p> <p>2, 5, 7</p>

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<p>Extension: Smart Investing</p> <p>Students learn the basics of stock market investing, read and respond to scenarios about investing, and are introduced to three investing strategies.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize basic principles of investing in stocks. List strategies for smart investing. 	<p>Economics</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p> <p>9-12.E.8.F. The student explains the basic savings, investment, and credit services that financial institutions offer.</p> <p>9-12.E.8.G. The student explains how, stocks, bonds, and mutual funds serve as investment opportunities.</p> <p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.1 Explain how saving contributes to financial security.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> Requires minimal supervision to successfully complete tasks on schedule. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematical Practices</p> <p>2, 5, 7</p>
<p>Extension: Taxes and the Stock Market</p> <p>Students learn about short- and long-term capital gains and the ways in which they are taxed differently, depending upon income.</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine how short- and long-term capital gains are taxed. 	<p>Economics</p> <p>9-12.E.7.B. The student explains taxation and the different kinds of taxation, including income tax, sales tax, corporate and [payroll taxes, Social Security, Medicare and Medication, and inflation].</p> <p>9-12.E.8.G. The student explains how stocks, bonds, and mutual funds serve as</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> Requires minimal supervision to successfully complete tasks on schedule. 	<p>LA: Reading Informational Text</p> <p>9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language</p> <p>9-10.L.4 9-10.L.6 11-12.L.4</p>

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	<p>investment opportunities.</p> <p>Personal Finance</p> <p>PF 1: Analyze elements that affect personal income.</p> <p>1.1 Explain controllable factors involved in personal finance.</p> <p>PF 2: Implement processes involved in managing personal finances.</p> <p>2.1 Execute a rational decision-making process considering alternatives and consequences.</p> <p>PF 4: Evaluate savings and investment options to meet short- and long-term goals.</p> <p>4.2 Explain how investing builds wealth and helps meet financial goals.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> • Demonstrates the ability to reason critically and systematically. <p>CRS 5.2 Decision Making</p> <ul style="list-style-type: none"> • Conducts research, gathers input and analyzes information necessary for decision-making. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> • Demonstrates a willingness to learn new knowledge and skills. 	<p>11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 3, 5, 6, 7, 8</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>Economics</p> <p>9-12.E.8.G. The student explains how, stocks, bonds, and mutual funds serve as investment opportunities.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> • Reads and comprehends written materials in a variety of forms and levels of complexity. 	<p>LA: Reading Informational Text 9-10.RI.2 9-10.RI.4 11-12.RI.2 11-12.RI.4</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p>

JA Titan

Session Description	Social Studies Standards	Career Readiness Skills	ELA / Mathematics
<p>Tutorial: Getting Ready for Business</p> <p>Students observe as their facilitator demonstrates gameplay through an interactive tour of the <i>JA Titan</i> simulation. Students learn that businesses must make decisions every day, and that the outcome of those decisions affects the business, employees, consumers, and the community.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize and correctly express the session's vocabulary. Observe various business trade-offs based on business decisions. Recognize the importance of profit to a business's success. 	<p>Economics</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p> <p>9-12.E.6.A. The student explains the phases of the business cycle and its causes.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
<p>Competition Prep: Freestyle Exploration</p> <p>Students jump right into playing the <i>JA Titan</i> simulation. There is minimal facilitation guidance and no focus on a particular business concept. Instead, students learn solely by playing, using the Student Quick Start Guide, the JA Titan Data Workbook, and the Student Activity: Freestyle Exploration.</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, competition, and profit. Demonstrate an understanding that companies are constrained by limited resources. Evaluate the possible trade-offs for each 	<p>Economics</p> <p>9-12.E.1.A. The student can demonstrate how supply and demand determine equilibrium price and quantity in different markets, such as in production, resources, and finance.</p> <p>9-12.E.2.A. The student explains how resources are limited, that people cannot have all the goods and services they want, and, therefore, that they must choose some things and forgo others.</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, stock issues, and borrowing, including the advantages and risks of each.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> Develops and uses a consistent approach for management data. 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

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Session Description	Social Studies Standards	Career Readiness Skills	ELA / Mathematics
<p>business decision before committing to the decision.</p> <ul style="list-style-type: none"> ● 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 develop that could potentially increase profits. 	<p>9-12.E.6.A. The student explains the phases of the business cycle and its causes.</p>		
<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 session’s vocabulary. ● Apply the profit equation: profit equals total revenue minus total costs. ● Apply the concept of pricing based on costs, competition, and profit. ● Use a budget as a strategy to monitor income, expenses, and other financial records. ● Proficiently use the features and functionality of the simulation interface. 	<p>Economics</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, [stock issues, and borrowing,] including the advantages and risks of each.</p> <p>9-12.E.6.A. The student explains the phases of the business cycle and its causes.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> ● Demonstrates the ability to reason critically and systematically. ● Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> ● Develops and uses a consistent approach for management data. 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

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Session Description	Social Studies Standards	Career Readiness Skills	ELA / Mathematics
<p>Competition Prep: Exploring Production</p> <p>Students focus on the interconnected aspects of profit, profit margin, price, cost, competition and market size.</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, competition, and profit. ● Express the importance of profit to the success of a business. ● Use a budget as a strategy to monitor income, expenses, and other financial records. ● Proficiently use the features and functionality of the simulation interface. 	<p>Economics</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.C. The student explains the roles of buyers and sellers in determining equilibrium price.</p> <p>9-12.E.3.G. The student explains how the profit motive indicates a short-term sacrifice with the goal of attaining a long-term return.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, including the advantages and risks of each.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> ● Demonstrates the ability to reason critically and systematically. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> ● Develops and uses a consistent approach for management data. 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
<p>Competition Prep: Examining R&D and Marketing</p> <p>Students focus on R&D and Marketing & Sales. Students learn how selecting product features is interconnected with marketing and advertising and with a company's efforts to improve market share and growth.</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. ● Use a budget as a strategy to monitor income, expenses, and other financial records. ● Proficiently use the features and functionality of the simulation interface. 	<p>Economics</p> <p>9-12.E.3.G. The student explains how the profit motive indicates a short-term sacrifice with the goal of attaining a long-term return.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, [stock issues, and borrowing,] including the advantages and risks of each.</p>	<p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> ● Demonstrates the ability to reason critically and systematically. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> ● Develops and uses a consistent approach for management data. 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

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Session Description	Social Studies Standards	Career Readiness Skills	ELA / Mathematics
<p>Competition Prep: Considering Economic Factors</p> <p>Students examine external economic factors that can affect the performance of a company, an industry, or an entire economy. Students explore the factors that affect companies in the <i>JA Titan</i> simulation and in real life..</p> <p>Students will:</p> <ul style="list-style-type: none"> Express and use the session’s vocabulary. Express the importance of profit to a business’s success. Evaluate and select the optimal business-based choices using the resources available. Recognize that shocks to demand or supply affect business management decisions. 	<p>Economics</p> <p>9-12.E.1.A. The student can demonstrate how supply and demand determine equilibrium price and quantity in markets, such as in production, resources, and finance.</p> <p>9-12.E.1.C. The student can use price elasticity of supply and demand to show changes in quantity relative to changes in price.</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are necessary to produce goods and services.</p> <p>9-12.E.3.B. The student explains the basic concepts of supply and demand and their effects on price.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> Requires minimal supervision to successfully complete tasks on schedule. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
<p>Competition Prep: Presenting the JA Titan of Business</p> <p>This session is what the entire <i>JA Titan</i> program is about—competing for the title of JA Titan of Business! Students have an opportunity to put all of their new business knowledge and skills into practice as they compete to win.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply the concept of pricing based on costs, competition, and profit. Express the importance of profit to the success of a business. 	<p>Economics</p> <p>9-12.E.1.A. The student can demonstrate how supply and demand determine equilibrium price and quantity in markets, such as in production, resources, and finance.</p> <p>9-12.E.1.C. The student can use price elasticity of supply and demand to show changes in quantity relative to changes in price.</p> <p>9-12.E.2.A. The student explains how resources are limited, that people cannot have all the goods and services they want, and, therefore, that they must choose some things and forgo others.</p> <p>9-12.E.2.F. The student explains how natural resources, labor, capital, and entrepreneurship are</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Reads and comprehends written materials in a variety of forms and levels of complexity. Assimilates and applies new learning, knowledge, and skills. <p>CRS 3.1 Personal Responsibility</p> <ul style="list-style-type: none"> Takes responsibility for individual and shared group work. <p>CRS 4.2 Problem Solving</p> <ul style="list-style-type: none"> Employs critical thinking skills independently and in teams to solve problems and make decisions. <p>CRS 4.3 Perseverance / Work Ethic</p> <ul style="list-style-type: none"> Requires minimal supervision to successfully complete tasks on schedule. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> Demonstrates the ability to reason critically and systematically. 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

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Session Description	Social Studies Standards	Career Readiness Skills	ELA / Mathematics
<ul style="list-style-type: none"> ● 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. <p>Additionally, depending on the simulation settings selected, students <i>may</i>:</p> <ul style="list-style-type: none"> ● 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. ● Recognize that shocks to demand or supply affect business management decisions. 	<p>necessary to produce goods and services.</p> <p>9-12.E.3.B. The student explains the basic concepts of supply and demand and their effects on price.</p> <p>9-12.E.3.C. The student explains the roles of buyers and sellers in determining equilibrium price.</p> <p>9-12.E.3.G. The student explains how the profit motive indicates a short-term sacrifice with the goal of attaining a long-term return.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, [stock issues, and borrowing,] including the advantages and risks of each.</p>	<p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> ● Develops and uses a consistent approach for management data. 	
<p>Deep Dive: Research & Development</p> <p>This session provides a deeper exploration and study of R&D concepts. Students explore advantages and disadvantages of investing in R&D through classroom-based activities; students also explore R&D strategies, culminating in their own smartphone innovation idea and prototype.</p> <p>Students will:</p>	<p>Economics</p> <p>9-12.E.3.G. The student explains how the profit motive indicates a short-term sacrifice with the goal of attaining a long-term return.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p> <p>9-12.E.5.C. The student explains how businesses can fund and grow their work through earnings and profit, [stock issues, and borrowing,] including the</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Reads and comprehends written materials in a variety of forms and levels of complexity. ● Assimilates and applies new learning, knowledge, and skills. <p>CRS 5.1 Critical Thinking</p> <ul style="list-style-type: none"> ● Demonstrates the ability to reason critically and systematically. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> ● Demonstrates a willingness to learn new knowledge and skills. <p>CRS 6.1 Creativity</p> <ul style="list-style-type: none"> ● Uses information, knowledge and 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Writing 9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6</p>

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Session Description	Social Studies Standards	Career Readiness Skills	ELA / Mathematics
<ul style="list-style-type: none"> Express the importance of research and development to the continued profitability of a business. Identify a new feature to be developed for a smartphone that would potentially increase profits. Practice working through the product design phase. 	<p>advantages and risks of each.</p>	<p>experience to generate original ideas and challenge assumptions.</p> <ul style="list-style-type: none"> Initiates brainstorming to generate ideas to solve problems or maximize opportunities. <p>CRS 6.2 Innovation</p> <ul style="list-style-type: none"> Determines the feasibility of improvements for ideas and concepts. Accepts and incorporates constructive criticism into proposals for innovation. <p>CRS 9.1 Data Gathering, Access, and Management</p> <ul style="list-style-type: none"> Develops and uses a consistent approach for management data. 	<p>11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

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<p>Deep Dive: Marketing</p> <p>This session provides an in-depth look at the marketing department. Students explore the Four P's of Marketing (product, place, price, and promotion) through classroom-based activities, culminating in the students drafting a marketing plan of their own.</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 for a given product to potentially increase a company's profits. 	<p>Economics</p> <p>9-12.E.3.C. The student explains the roles of buyers and sellers in determining equilibrium price.</p> <p>9-12.E.3.G. The student explains how the profit motive indicates a short-term sacrifice with the goal of attaining a long-term return.</p> <p>9-12.E.3.H. The student explains how profit encourages entrepreneurs to innovate and meet consumer demand even though it is a risk to them.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Reads and comprehends written materials in a variety of forms and levels of complexity. ● Assimilates and applies new learning, knowledge, and skills. <p>CRS 6.1 Creativity</p> <ul style="list-style-type: none"> ● Uses information, knowledge and experience to generate original ideas and challenge assumptions. 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Writing 9-10.W.1 9-10.W.2 9-10.W.4 9-10.W.7 11-12.W.1 11-12.W.2 11-12.W.4 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>
<p>Deep Dive: Corporate Social Responsibility</p> <p>This session provides an in-depth look at corporate social responsibility (CSR). Operating a business that focuses on CSR has benefits and costs. Students use a case study to explore how investing in CSR and being a good corporate citizen can affect 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 	<p>Economics</p> <p>9-12.E.3.G. The student explains how the profit motive indicates a short-term sacrifice with the goal of attaining a long-term return.</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> ● Reads and comprehends written materials in a variety of forms and levels of complexity. ● Assimilates and applies new learning, knowledge, and skills. <p>CRS 7.2 Ethics</p> <ul style="list-style-type: none"> ● Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. 	<p>ELA: Reading Informational Text 9-10.RI.4 11-12.RI.4</p> <p>ELA: Writing 9-10.W.7 11-12.W.7</p> <p>ELA: Speaking and Listening 9-10.SL.2 11-12.SL.2</p> <p>ELA: Language 9-10.L.4 9-10.L.6 11-12.L.4 11-12.L.6</p> <p>Mathematics N.Q.A.1.</p> <p>Mathematical Practices 1, 2, 5, 6, 7</p>

JA Titan

<p>stakeholders, such as employees, customers, and the community.</p>			
<p>Deep Dive: Daily Business Operations (Speaker Session)</p> <p>In this 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>NA</p>	<p>CRS 1.1 Academic Attainment</p> <ul style="list-style-type: none"> Assimilates and applies new learning, knowledge, and skills. <p>CRS 2.1 Speaking and Listening</p> <ul style="list-style-type: none"> Asks pertinent questions to acquire or confirm information. Practices active and attentive listening skills. <p>CRS 2.4 Professional Etiquette</p> <ul style="list-style-type: none"> Uses professional etiquette and observes social protocols when communicating. <p>CRS 5.3 Adaptability</p> <ul style="list-style-type: none"> Demonstrates a willingness to learn new knowledge and skills. <p>CRS 10.5 Entrepreneurship</p> <ul style="list-style-type: none"> Understands the knowledge and skills required of an entrepreneur. 	<p>ELA: Speaking and Listening 9-10.SL.1 11-12.SL.1</p> <p>ELA: Language 9-10.L.4 11-12.L.4</p>