

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



Updated April 2021 (2022)  
Oklahoma Academic Standards for Social Studies  
Oklahoma Personal Finance Standards  
Employability Skills Rubric

Common Core State Standards Included

Junior Achievement USA®  
One Education Way  
Colorado Springs, CO 80906

# Overview

Junior Achievement programs offer a multidisciplinary approach that connects learning across social studies disciplines, such as economics, geography, history, government, and civics, while incorporating mathematical concepts and reasoning and language arts skills. By design, JA Programs incorporate grade level reading, speaking, and listening skills in all programs and many programs at the High School grade level also offer opportunities to do research, use technology for writing and responding, and practice presentation skills, all while supporting the JA Pillars of Financial Literacy, Work and Career Readiness and Entrepreneurship.

In this document, Junior Achievement programs are correlated to Oklahoma Academic Standards for Social Studies, Personal Finance and Employability Skills. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed. 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 the skills needed for success by aspiring entrepreneurs and innovators. In JA Creative Problem Solving, students learn and apply design thinking, an innovative process for problem solving used by entrepreneurs (and intrapreneurs).

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

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

[JA Career Success® Blended Model](#) 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 Virtual](#)<sup>®</sup> 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 \(Soft Skills\)](#)<sup>®</sup> 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](#)<sup>®</sup> [Blended Model](#) is a comprehensive experience that helps students design an individualized career path. Supporting blended as well as self-guided activities, JA Job Shadow provides a design-thinking structure for career exploration.

[JA Launch Lesson](#)<sup>®</sup> 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](#)<sup>®</sup> allows students to experience the interrelationship between today's financial decisions and future financial freedom.

[JA Take Stock in Your Future](#)<sup>®</sup> 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](#)<sup>®</sup> introduces critical economics and management decisions through an interactive simulation.

[JA Titan](#)<sup>®</sup> [Blended Model](#) is a simulation-based program in which high school students compete as business CEOs in the phone industry, experiencing firsthand how an organization makes decisions.

# JA All About Cars

Session Description	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Session One: All About Cars</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Assess their driving needs</li> <li>• Prioritize the car features that best meet their needs</li> <li>• Compare the advantages of buying versus leasing a car</li> <li>• Identify a care that meets their driving needs</li> </ul>	<p><b>E.1.1</b> Define and apply basic economic concepts of money supply, scarcity, surplus, choice, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, disincentive, and trade-off to a variety of economic situations.</p> <p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>PFL.1.2</b> Identify the components of a personal/family budget (e.g., income, savings/investments, taxes, emergency fund, expenses, and charitable giving) based on short, medium, and long term goals (e.g., financial, personal, educational, and career).</p>	<p><b>Grades 9–10</b> RI.9-10.2,4,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11–12</b> RI.11-12.2,4 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p>

# JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards	Employability Skills	Common Core ELA
<p><b>Session One: Identifying the Problem</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Describe how brainstorming several ideas and then picking the best options will lead to creative problem solving.</li> <li>• Describe the Design Thinking model and the steps involved in the process.</li> <li>• Describe the advantages of applying the Design Thinking model to new ideas or problem solving.</li> <li>• Describe the Empathize step in the Design Thinking model.</li> <li>• Demonstrate how an empathy map can be used to identify a user’s needs.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> <li>• Prioritizes information.</li> </ul>	<p><b>Grades 9–10</b> RI.2,4,8 W.4,7 SL.1,2,3,4,6 L.1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.2,4,6 SL. 1,2,3,4,6 L.1,2,3,4,6 W 4,7 RH 9-12 2,4, 5,7,9 WhST 4,6,7,9</p>
<p><b>Session Two: Exploring Solutions</b></p> <p>Students focus on the second and third steps of the Design Thinking process (Define and Ideate). They summarize the root cause of the issue in a problem statement and then use brainstorming techniques to generate viable ideas as solutions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Describe the Define step in the Design Thinking model.</li> <li>• Demonstrate how to write a short, clear problem statement that reflects the problem to be solved.</li> <li>• Describe the Ideate step in the Design Thinking model.</li> <li>• Apply ideation methods by brainstorming ideas in a fast-paced activity.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>• Applies relevant academic knowledge and skills to complete workplace tasks.</li> </ul> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Respects individual differences.</li> <li>• Responds well to feedback.</li> <li>• Solicits ideas and feedback from teammates.</li> </ul>	<p><b>Grades 9–10</b> RI. 2,4,8 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI. 2,4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4 RH 9-12 1,2,4,5,6,7,9 WhST 1, 4,6,9</p>

# JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards	Employability Skills	Common Core ELA
<p><b>Session Three: Prototyping the Solution</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the Prototype step in the Design Thinking model.</li> <li>Construct a prototype based on a problem statement and a brainstormed solution to the problem.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p>Resource Management</p> <ul style="list-style-type: none"> <li>Manages own time appropriately.</li> <li>Assigns staff roles or tasks based on strengths.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.</li> </ul>	<p><b>Grades 9–10</b></p> <p>RI.2,4 W. 4 SL.1,2,3,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b></p> <p>RI.4,8 SL. 1,2,3,6 L. 1,2,3,4,6 W 4 RH 9-12 1,2,4,5,7 WhST 4,6</p>
<p><b>Session Four: Testing the Solution</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define the Test step in the Design Thinking model.</li> <li>Develop a testing plan for a given product and target audience.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p>Teamwork</p> <ul style="list-style-type: none"> <li>Responds to the needs of customers.</li> </ul> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Identifies pros and cons of ideas, approaches, and solutions.</li> </ul>	<p><b>Grades 9–10</b></p> <p>RI. 2,4 W. 2,4,7 SL.1,2,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b></p> <p>RI.4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6 RH 9-12 1,4,5,7 WhST 4,6,7,9</p>

# JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies Standards	Employability Skills	Common Core ELA
<p><b>Session Five: Applying Design Thinking (Optional, Self-Guided)</b></p> <p>Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use the Design Thinking model to create a solution to an identified problem.</li> <li>• Produce an artifact for each step of the Design Thinking process to demonstrate their work.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> <li>• Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.</li> </ul> <p>Problem Solving</p> <ul style="list-style-type: none"> <li>• Identifies pros and cons of ideas, approaches, and solutions.</li> <li>• Debates an issue and converges to an understanding by questioning and assessing problems.</li> <li>• Displays analytical and strategic thinking.</li> </ul>	<p><b>Grades 9–10</b> RI.2,4 W. 2,4,7 SL.2,3,4,6 L.1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.2,4 SL. 2,3,4,6 L. .1,2,3,4,6</p> <p>RH 9-12 1-9</p> <p>WhST 1.4.6.7.9</p>

# JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Session One: Developing a Mindset</b></p> <p>Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define entrepreneurship and some key qualities of entrepreneurs.</li> <li>• Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship.</li> <li>• Describe the advantages in life of embracing a growth mindset.</li> <li>• Define the entrepreneurial mindset.</li> <li>• Describe the key characteristics of a successful entrepreneur’s mindset.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.8.2</b> Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>	<p><b>Personal Financial Literacy</b></p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9–10</b> RI.4 W.4 SL.1,2,3 L.1,2,4,6</p> <p><b>Grades 11–12</b> RI.4 SL.1,2,3 L.1,2,3,4,6 W.4 RH 9-12 2,4,7,9</p>
<p><b>Session Two: Assessing Entrepreneurial Potential</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Analyze the characteristics of the entrepreneurial mindset.</li> <li>• Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.8.2</b> Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>	<p><b>Personal Financial Literacy</b></p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9–10</b> RI.2,4,8 SL.1,2,3 L.1-6</p> <p><b>Grades 11–12</b> RI.2,4 SL. 1,2,3 L.1,4,6 RH 9-12 1,2,4,5,7</p>



# JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)</b></p> <p>Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate the results of the entrepreneurial mindset self-assessment.</li> <li>Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.2.2</b> Describe the role of the factors of production, land, labor, capital, entrepreneurship, and technology as well as the place of imports and exports in economic systems.</p> <p><b>E.8.2</b> Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>	<p><b>Personal Financial Literacy</b></p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> <li>Prioritizes information.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands organizational makeup and structure.</li> <li>Understands how components fit within and support a system.</li> </ul>	<p><b>Grades 9–10</b> RI.2,4 W.2,4,7 SL.1-6 L.1-6</p> <p><b>Grades 11–12</b> RI.2,4 SL. 1-6 L.1-6 W. 2,4,7 RH 1,2,4,5,7,8,9 WhST 1,4,6,7,9</p>

# JA Career Exploration Fair High School

Session Description	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Session One: Planning with the Customer in Mind</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of a business plan.</li> <li>Describe the key elements of the lean business plan model.</li> <li>State the problem to be solved in the Lean Canvas as a customer-centered problem statement.</li> <li>Identify the customers in the target audience for the proposed product or service. Identify the solution that answers the problem statement.</li> </ul>	<p><b>E.2.5</b> Describe the impact of comparative and absolute advantage upon the three basic economic questions.</p> <p><b>E.4.1</b> Explain how competition impacts the free market production and the allocation of goods and services to consumers.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p> <p><b>E.8.2</b> Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>	<p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Respects individual differences.</li> <li>Responds well to feedback.</li> <li>Responds to the needs of customers.</li> </ul> <p>Resource Management</p> <ul style="list-style-type: none"> <li>Manages own time appropriately.</li> <li>Assigns staff roles or tasks based on strengths.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.</li> </ul>	<p><b>Grades 9–10</b> RI.2,4,8 W.4 SL.1,2,3,4 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.2,4,8 SL. 1,2,3,4 L. 1,2,3,4,6</p> <p>RH 9-12 1-9</p> <p>WhST 4,6,9</p>
<p><b>Session Two: Summarizing the Customer Elements</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define channels as they relate to business planning</li> <li>Differentiate uses of each channel based on situations/context</li> <li>Practice the lean business planning process.</li> </ul>	<p>E.2.5 Describe the impact of comparative and absolute advantage upon the three basic economic questions.</p> <p>E.4.1 Explain how competition impacts the free market production and the allocation of goods and services to consumers.</p> <p>E.4.2 Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Respects individual differences.</li> <li>Responds well to feedback.</li> <li>Responds to the needs of customers.</li> <li>Seeks out resources to resolve customer issues.</li> </ul> <p>Resource Management</p> <ul style="list-style-type: none"> <li>Identifies resources needed to complete projects or tasks.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands organizational makeup and structure.</li> <li>Understands how components fit within and support a system.</li> </ul>	<p><b>Grades 9–10</b> RI. 2,4 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.2,4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4</p> <p>RH 9-12 1-9 WhST 4,6,9</p>

# JA Career Exploration Fair High School

Session Description	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Session Three: Formulating the Finances:</b></p> <p>Students focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. Then, they identify what metrics are key to gauge the performance and health of the venture.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the cost structure for a product/service by listing associated fixed and variable costs.</li> <li>Determine the appropriate price for a product/service given data about the associated costs, breakeven point, and desired profitability. Recognize the revenue streams that will generate profitability for a product or service.</li> <li>Explain how key metrics help determine the success of a product/service and impact the business decisions made about it.</li> </ul>	<p>E.3.1 Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p> <p><b>E.8.1</b> Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.</p>	<p><b>Personal Financial Literacy</b> PFL.1.1 Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Prioritizes information.</li> <li>Communicates information to colleagues or clients.</li> </ul> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Applies relevant academic knowledge and skills to complete workplace tasks.</li> </ul>	<p><b>Grades 9–10</b> RI.4,8 W. 4 SL.1,2,3,4 L.1,2,3,4,6</p> <p><b>Grades 11–12</b> RI. 4 SL. 1,2,3,4 L.1,2,3,4,6 W. 4</p> <p>RH 9-12 4,7,9</p> <p>WhST 4</p>

# JA Career Exploration Fair High School

Session Description	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Session Four: Conveying the Business’s Value:</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the process used to convey the unique value proposition of a business idea.</li> <li>Identify what competitive (or unfair) advantage is as it relates to a lean business plan.</li> </ul>	<p><b>E.2.5</b> Describe the impact of comparative and absolute advantage upon the three basic economic questions.</p> <p><b>E.4.1</b> Explain how competition impacts the free market production and the allocation of goods and services to consumers.</p> <p><b>E.8.1</b> Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.</p>	<p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Prioritizes information.</li> <li>Communicates information to colleagues or clients.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Summarizes key points from technical or work-specific written materials.</li> <li>Conveys written information in multiple industry or career-specific mediums and formats.</li> </ul> <p>Applied Academic Skills</p> <ul style="list-style-type: none"> <li>Applies relevant academic knowledge and skills to complete workplace tasks.</li> </ul>	<p><b>Grades 9–10</b> RI. 4,8 W. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4 RH 9-12 2,4,5,7,9 WhST 4,6</p>
<p><b>Session Five: Completing and Testing the Lean Business Plan</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Describe the importance of testing and validating the assumptions and ideas that frame a business plan</li> </ul>	<p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.8.1</b> Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.</p> <p><b>E.8.2</b> Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>	<p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> <li>Prioritizes information.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands organizational makeup and structure.</li> <li>Understands how components fit within and support a system.</li> </ul>	<p><b>Grades 9–10</b> RI.4 W. 2,4 SL.1,2,4 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.4 SL.1,2,4,6 L. 1,2,3,4,6 W 2,4 RH 9-12 4,5,9</p>

# JA Career Exploration Fair High School

Session Description	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Session Six: Developing a Lean Business Plan (Optional, Self-Guided)</b></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><b>Students will:</b></p> <p>Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea</p>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Personal Financial Literacy</b> PFL.1.1 Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living</p> <p><b>Employability Skills</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> <li>• Prioritizes information.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>• Understands organizational makeup and structure.</li> <li>• Understands how components fit within and support a system.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Summarizes key points from technical or work-specific written materials.</li> <li>• Conveys written information in multiple industry or career-specific mediums and formats.</li> </ul>	<p><b>Grades 9–10</b> RI.4 W. 2,4,7 SL.2,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI. 4 SL.1.4 L. 1,2,3,4,6 W 2,4,7</p> <p>RH 9-12 1,2,4,5 WhST 1,4,6</p>

# JA Career Exploration Fair High School

Session Description	Social Studies Standards Employability Skills	Personal Financial Literacy Standards	Common Core ELA
<p><b>Session One: Before the Fair</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define careers</li> <li>• Differentiate among abilities, interests, work preferences, and values</li> <li>• Identify their personal characteristics</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Understands and follows written directions.</li> <li>• Reads materials specific to work or tasks.</li> <li>• Writes work-specific materials using correct grammar, syntax, and spelling.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p> <p><b>Social Studies Literacy</b> RH.9-10.3 RH.9-10.4.</p>
<p><b>Session Two: Day of the Fair</b></p> <p>During the JA Career Exploration Fair, students engage with volunteers and learn more about different businesses and jobs.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Relate the impact of personal interests and abilities on career choices</li> <li>• Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers</li> <li>• Examine how school skills apply to career paths</li> <li>• Explain the importance of staying in school and graduating high school</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Respects individual differences.</li> <li>• Responds well to feedback.</li> <li>• Solicits ideas and feedback from teammates.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>• Speaks clearly and audibly.</li> <li>• Maintains appropriate eye contact and appropriate body language when speaking with others.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p> <p><b>Social Studies Literacy</b> RH.6-8.3 RH.6-8.4</p>

# JA Career Exploration Fair High School

Session Description	Social Studies Standards Employability Skills	Personal Financial Literacy Standards	Common Core ELA
<p><b>Session Three: After the Fair</b></p> <p>In the post-fair session, students will reflect on their JA Career Exploration Fair experiences.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify a future career goal</li> <li>Create a personal action plan</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>Applies what was heard to work.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Reading for Informational Text</b></p> <p>RI 2 RI 4 RI 5 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Social Studies Literacy</b></p> <p>RH.6-8.3 RH.6-8.4</p>

# JA Career Speaker Series

Session Descriptions	Social Studies Standards Employability Skills	Personal Financial Literacy Standards	Common Core ELA
<p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests.</li> <li>Recognize Career Clusters</li> <li>Recall future high-demand occupations</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>Understands and follows written directions.</li> <li>Reads materials specific to work or tasks.</li> <li>Writes work-specific materials using correct grammar, syntax, and spelling.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/ certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice active listening skills.</li> <li>Equate job responsibilities with skills and interests</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Respects individual differences.</li> <li>Responds well to feedback.</li> <li>Solicits ideas and feedback from teammates.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Maintains appropriate eye contact and appropriate body language when speaking with others.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/ certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>



# JA Career Speaker Series

Session Descriptions	Social Studies Standards Employability Skills	Personal Financial Literacy Standards	Common Core ELA
<p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize Career Clusters</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>Applies what was heard to work.</li> </ul> <p>Resource Management</p> <ul style="list-style-type: none"> <li>Identifies resources needed to complete projects or tasks</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>Uses reliable sources to identify information.</li> <li>Identifies which information is relevant and important to tasks.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/ certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 2 W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Success

Session Descriptions	Social Studies Standards Employability Skills	Personal Financial Literacy Standards	Common Core ELA
<p><b>Session One: Get Hired– Critical Thinking and Creativity</b></p> <p>Students are introduced to the need to be work ready by developing the 4 C’s skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use a problem-solving technique to solve personal and professional problems</li> <li>• Apply critical-thinking skills to work-based problems</li> <li>• Recognize that decisions made in the workplace have consequences</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9–10</b> RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p><b>Session Two: Get Hired– Communication and Conflict-Management Skills</b></p> <p>Students apply communication skills to resolve conflicts in work-based scenarios. They role-play conflicts and conflict management and explore behaviors that inflame conflict and behaviors that lead to resolution.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize common responses to conflict</li> <li>• Apply conflict-management skills to resolve work-based issues</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Speaks clearly and audibly.</li> <li>• Maintains appropriate eye contact and appropriate body language when speaking with others.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9–10</b> RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p><b>Session Three: Get Hired– Collaboration and Creativity</b></p> <p>Students practice collaboration, a 4 C’s skill, by using a teambuilding model referred to as the GRPI. The model describes the behaviors found in high-performance teams in the workplace.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate collaboration with team members to accomplish work-based challenges</li> <li>• Recognize the components of a high-performance team</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Respects individual differences.</li> <li>• Responds well to feedback.</li> <li>• Solicits ideas and feedback from teammates.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9–10</b> RI.9-10.4 SL.9-10.1,6 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>

# JA Career Success

Session Descriptions	Social Studies Standards Employability Skills	Personal Financial Literacy Standards	Common Core ELA
<p><b>Session Four: Get Hired– Strong Soft Skills</b></p> <p>Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job interview workshop to communicate these skills to a potential employer.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify soft skills that are in demand by employers</li> <li>Demonstrate personal soft skills in a mock interview</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Understands own strengths and weaknesses.</li> <li>Advocates for oneself.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Maintains appropriate eye contact and appropriate body language when speaking with others.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9–10</b> RI.9-10.4 W.9-10.2 SL.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p><b>Session Five: Know Your Work Priorities</b></p> <p>Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of being focused, proactive, and adaptable when exploring careers</li> <li>Rank work environment priorities as an anchor for making career planning decisions</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Understands own strengths and weaknesses.</li> <li>Advocates for oneself.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9–10</b> RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>

# JA Career Success

Session Descriptions	Social Studies Standards Employability Skills	Personal Financial Literacy Standards	Common Core ELA
<p><b>Session Six: Know Who’s Hiring</b></p> <p>In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze requirements needed for high-growth industries, such as those offering STEM-related jobs</li> <li>Identify the education and training needed to be adaptable and competitive in the job market</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9–10</b> W.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> L.11-12.1</p>
<p><b>Session Seven: Know Your Personal Brand</b></p> <p>Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explore how to hunt for a job and the tools needed</li> <li>Determine choices they can make to create a positive personal brand as they build their careers</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>Employability Skills</b></p> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Understands own strengths and weaknesses.</li> <li>Advocates for oneself.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Maintains appropriate eye contact and appropriate body language when speaking with others.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9–10</b> RI.9-10.4,5 W.9-10.2 SL.9-10.1,2 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4,5 W.11-12.1,3,9 SL.11-12.1,2 L.11-12.1</p>

# JA Career Success Blended

Session Descriptions	Social Studies Standards	Employability Skills Level 3 (L3): Proficient Level 4 (L4): Exemplary	Common Core ELA
<p><b>Welcome to the Workplace</b></p> <p>Students are onboarded by the Human Resources department on their first day at Orbit Boom, explore the employee handbook and organizational hierarchy, and set SMART goals for their internship.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Examine a company’s organizational hierarchy and cultural norms to adapt to the specific business environment.</li> <li>Establish SMART performance goals that align with the company’s key success factors.</li> </ul>	<p>NA</p>	<p><b>Information Use</b></p> <p>L3 Prioritizes information. L3 Communicates information to colleagues or clients. L5 Transfers and applies information. L4 Understands the connection of information to other tasks or parts of the project</p> <p><b>Systems Thinking</b></p> <p>L3 Understands organizational makeup and structure. L3 Understands how components fit within and support a system.</p> <p><b>Goal Setting</b></p> <p>L2 Specifies timeline to achieve goal(s). L3 Outlines steps or approaches to achieve goal(s). L4 Identifies measures to determine success in achieving goals.</p>	<p><b>Grades 9-10</b> RI 1.RI.4,RI.10 W.2b.e.f.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11–12</b> RI 1.RI.4,RI.10 W.2b.e.f.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p>
<p><b>Workplace Decision Making</b></p> <p>Students are asked by the head of Information Services to evaluate communication platform options using a seven-step decision-making process and share their decision in a persuasive summary.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-direction by identifying credible sources, conducting research, and summarizing recommendations.</li> <li>Communicate recommendations using evidence for persuasion.</li> </ul>	<p><b>Acquire, Apply, and Evaluate Evidence</b></p> <p>3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.</p> <p><b>Engage in Evidence-Based Writing</b></p> <p>5.A.9-12.2 Compose informative essays and written products, developing a thesis, citing evidence from multiple sources and maintaining an organized, formal structure</p>	<p><b>Manages time, money, resources and personnel</b></p> <p>L4 Understands project timelines.</p> <p><b>Verbal Communication</b></p> <p>L2 Uses appropriate and professional workplace language. L3 Uses technical terminology accurately. L4 Asks clarifying questions. L4 Checks for understanding and rephrases.</p> <p><b>Writing</b></p> <p>L4 Writes using the industry or career specific style or standard.</p>	<p><b>Grades 9-10</b> RI 1.R2,RI.4,RI.10 W.1,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11–12</b> RI 1.R2,RI.4,RI.10 W.1.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p>

# JA Career Success Blended

Session Descriptions	Social Studies Standards	Employability Skills Level 3 (L3): Proficient Level 4 (L4): Exemplary	Common Core ELA
<p><b>Work Smart: Planning and Remote Collaboration</b></p> <p>Students work in groups to plan a company-wide remote meeting with a detailed timeline for the Executive team.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Organize work priorities based on importance and urgency.</li> <li>Plan realistic pacing for tasks to self-manage time and productivity.</li> <li>Identify best practices for collaborating when working remotely.</li> </ul>	<p><b>Economics</b></p> <p>E.1.3 Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Teamwork</b> L3 Solicits ideas and feedback from teammates.</p> <p><b>Initiative</b> L3 Plans out tasks. L4 Moves onto the next task without being told. L4 Seeks leadership opportunities.</p> <p><b>Technology Use</b> L3 Uses industry specific technology to complete tasks.</p> <p><b>Goal-Setting</b> L3 Outlines steps or approaches to achieve goal(s). L4 Identifies measures to determine success in achieving goals.</p>	<p><b>Grades 9-10</b> RI.1.R.2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL.5,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b> RI.1.R.2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,SL.6 L1,L2,L3,L4,L5,L6</p>
<p><b>Conflict Resolution in the Workplace</b></p> <p>Students role-play conflicts in the Logistics department and apply conflict management techniques through improvisation to resolve conflicts in the warehouse.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Apply logic and reason to determine a win-win outcome for the team’s success.</li> <li>Express empathy and use active listening in a conflict resolution situation.</li> </ul>	<p><b>Civic Issues</b></p> <p>2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.</p>	<p><b>Initiative</b> L4 Seeks leadership opportunities.</p> <p><b>Teamwork</b> L3 Solicits ideas and feedback from teammates. L4 Exercises leadership within a team. L4 Resolves conflicts.</p> <p><b>Problem-Solving</b> L3 Debates an issue and converges to an understanding by questioning and assessing problems. L4 Displays analytical and strategic thinking. L4 Analyzes options using “if-then” rationale.</p>	<p><b>Grades 9-10</b> RI.1.R.2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL.5,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b> RI.1.R.2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,SL.6 L1,L2,L3,L4,L5,L6</p>

# JA Career Success Blended

Session Descriptions	Social Studies Standards	Employability Skills Level 3 (L3): Proficient Level 4 (L4): Exemplary	Common Core ELA
<p><b>Workplace Creativity</b></p> <p>Students collaborate to generate, narrow down, and elaborate on creative ideas for new products and services with the R&amp;D department.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Invent creative and reasonable solutions using collaborative brainstorming techniques.</li> <li>• Present the creative idea clearly and briefly, highlighting the solution’s features and benefits.</li> <li>• Adjust the chosen solution based on business requirements and real-world limitations.</li> </ul>	<p><b>Civic Issues</b></p> <p>2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.</p>	<p><b>Teamwork</b></p> <p>L3 Solicits ideas and feedback from teammates.</p> <p><b>Creative Thinking</b></p> <p>L3 Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.</p> <p>L4 Contributes to a culture of innovation.</p> <p>L4 Is willing to take risks.</p> <p><b>Problem-Solving</b></p> <p>L3 Debates an issue and converges to an understanding by questioning and assessing problems.</p> <p>L4 Displays analytical and strategic thinking.</p>	<p><b>Grades 9-10</b></p> <p>RI.1.R.2,RI.4,RI.10 W.2,W.4,W.5,W.6 SL.1,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b></p> <p>RI.1.R.2,RI.4,RI.10 W.2.,W.4,W.5,W.6 SL.1,SL4,SL6 L1,L2,L3,L4,L5,L6</p>

# JA Career Success Blended

Session Descriptions	Social Studies Standards	Employability Skills Level 3 (L3): Proficient Level 4 (L4): Exemplary	Common Core ELA
<p><b>Solving Work Problems</b></p> <p>Students analyze declining sales of a key software product. They identify the root cause and present findings to the Sales &amp; Marketing department head.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Apply analytical thinking to research and identify the root cause of an issue.</li> <li>• Present a clear solution that conveys sound reasoning and directly addresses the root cause.</li> </ul>	<p><b>Economics</b></p> <p>E.3.1 Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p> <p>E.4.1 Explain how competition impacts the free market production and the allocation of goods and services to consumers.</p> <p><b>Civic Issues</b></p> <p>2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.</p>	<p><b>Information Use</b></p> <p>L3 Communicates information to colleagues or clients.</p> <p>L5 Transfers and applies information.</p> <p>L4 Understands the connection of information to other tasks or parts of the project</p> <p><b>Problem-Solving</b></p> <p>L2 Identifies pros and cons of ideas, approaches, and solutions.</p> <p>L3 Debates an issue and converges to an understanding by questioning and assessing problems.</p> <p>L4 Displays analytical and strategic thinking.</p>	<p><b>Grades 9-10</b></p> <p>RI.1.R.2,RI.4,RI.7 W.2,W.4,W.5,W.6 SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b></p> <p>RI.1.R.2,RI.4,RI.7 W.2.,W.4,W.5,W.6 SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p>



# JA Career Success Blended

Session Descriptions	Social Studies Standards	Employability Skills Level 3 (L3): Proficient Level 4 (L4): Exemplary	Common Core ELA
<p><b>Crisis Management</b></p> <p>Students evaluate an existing contingency plan in the Production department and generate recommendations for improvement in an executive summary. They reassess their Session One goals, and Orbit Boom hires them.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Identify potential crises and plan appropriate risk responses for each situation (avoid, reduce, transfer, or accept).</li> <li>• Develop recommendations to revise an existing contingency plan to prepare for future problems.</li> <li>• Communicate the revised contingency plan accurately and briefly.</li> <li>• Reassess the original SMART goal based on the soft skills practiced in the simulated internship.</li> </ul>	<p><b>Economics</b></p> <p>E.1.2 Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making.</p> <p>E.1.3 Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>Civic Issues</b></p> <p>2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.</p> <p>2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.</p> <p>2.B.9-12.2 Demonstrate understanding of content through the development of self-driven investigations and the completion of multi-staged, authentic tasks and assessments.</p>	<p><b>Creative Thinking</b></p> <p>L2 Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</p> <p>L3 Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.</p> <p>L4 Contributes to a culture of innovation.</p> <p>L4 Is willing to take risks.</p> <p><b>Goal-Setting</b></p> <p>L3 Outlines steps or approaches to achieve goal(s).</p>	<p><b>Grades 9-10</b></p> <p>RI.1.R.2,RI.4,RI.10 W.2,W.4, SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b></p> <p>RI.1.R.2,RI.4,RI.10 W.2.,W.4, SL.1,SL,2,SL4,SL6 L1,L2,L3,L4,L5,L6</p>

# JA Company Program

Session Descriptions	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Meeting One: Start a Business</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the JA Company Program overall objectives by reviewing the major milestones.</li> <li>Describe the importance of setting goals and developing a vision as first steps toward entrepreneurial success.</li> <li>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.</li> <li>Identify different means by which to raise capital for a start-up business.</li> <li>Differentiate between facts and myths about entrepreneurs.</li> <li>Reflect on personal and professional vision and set some immediate goals for becoming an entrepreneur.</li> </ul>	<p>E.1.2 Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p>E.1.3 Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p>E.8.1 Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.</p> <p>E.8.2 Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/ certification, needs versus wants, and the ability to live on less than you earn).</p> <p><b>Employability Skills</b></p> <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>Understands own strengths and weaknesses.</li> <li>Advocates for oneself.</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Outlines steps or approaches to achieve goal(s).</li> </ul>	<p><b>Grades 9–10</b> RI.9-10 2,4,6,7,10 SL.9-10.1-3 L.9-10.1,2,4,5,6</p> <p><b>Grades 11–12</b> RI.11-12. 2,4,6,7,10 SL.11-12. 1-3 L.11-12.1,2,4,5,6</p>
<p><b>Meeting Two: Solve a Customer’s Problem</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how brainstorming several ideas and then picking the best option will lead to creative problem solving.</li> <li>Describe the Design Thinking model and the steps involved in the process.</li> <li>Describe the advantages of applying the Design Thinking model.</li> <li>Describe and Apply the Empathize, Define, and Ideate steps in the Design Thinking model.</li> <li>Identify a customer need and some plausible solutions.</li> </ul>	<p>E.1.2 Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p>E.1.3 Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p>E.8.1 Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others,</p> <p>E.8.2 Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>	<p><b>Employability Skills</b></p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.</li> </ul> <p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Respects individual differences.</li> <li>Responds well to feedback.</li> <li>Solicits ideas and feedback from teammates.</li> </ul>	<p><b>Grades 9–10</b> RI.9-10 2,4,7,10 W. 9-10 4 SL.9-10.1-5 L.9-10.1,2,4,5,6</p> <p><b>Grades 11–12</b> RI.11-12 2,4,6,7,10 W.11-12 4 SL11-12.1-3 L.11-12.1-2</p>

# JA Company Program

Session Descriptions	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Meeting Three: Evaluate the Options</b></p> <p>Students apply their personal entrepreneurial skills while exploring good decision making and vetting the viability of a venture, using a SWOT analysis tool to narrow their decision on their company’s final product idea.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain why innovation is an integral factor for a company’s health and growth.</li> <li>• Explain how failure leads to success and how using a growth mindset can provide the appropriate perspective in challenging situations.</li> <li>• Define the entrepreneurial mindset.</li> <li>• Describe the key characteristics that a successful entrepreneur embodies.</li> <li>• Explain the uses and benefits of a SWOT analysis for a start-up venture.</li> <li>• Apply a SWOT analysis to each product/service the company is considering.</li> <li>• Define the terms pivot and persevere related to business venture startups.</li> <li>• Use data to make informed decisions about the direction of the business.</li> <li>• Execute a final decision about whether to proceed with the team’s chosen product/service using data-informed decision making.</li> <li>• Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of action for a business decision.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision.</p> <p><b>E.8.1</b> Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.</p> <p><b>E.8.2</b> Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>	<p><b>Employability Skills</b></p> <p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Solicits ideas and feedback from teammates.</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Debates an issue and converges to an understanding by questioning and assessing problems.</li> <li>• Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.</li> </ul>	<p><b>Grades 9–10</b></p> <p>RI.9-10.2,4,5,6,10 W.9-10.4,6,7,8,9,10 SL.9-10.1-4 L.9-10.1-6</p> <p><b>Grades 11–12</b></p> <p>RI.11-12.2,4,6,10 W.11-12.4,6,7,8,9,10 SL.11-12.1-4 L.11-12.1-6</p>

# JA Company Program

Session Descriptions	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Meeting Four: Create a Structure</b></p> <p>Students initiate the company’s structure by establishing roles, commence planning within business teams, and finalize capitalization decisions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain the five functional roles of the company and the essential responsibilities of each role.</li> <li>• Relate the sections of the Business Snapshot with the business planning information necessary to identify for a start-up company.</li> <li>• Evaluate personal strengths aligned to each role and select team members for business teams.</li> <li>• Evaluate the different means for raising capital and select an option for the company’s start-up venture.</li> <li>• Identify essential tasks for different roles in the startup by drafting Business Team task lists for each functional role.</li> <li>• Discuss collaboration and communication strategies within and between business teams.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.6.1</b> Explain how individuals, businesses, and the overall economy benefit from the various uses of money, such as trading, borrowing, investing, and diversifying, versus saving money.</p>	<p><b>Employability Skills</b></p> <p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Respects individual differences.</li> <li>• Responds well to feedback.</li> <li>• Responds to the needs of customers.</li> </ul> <p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>• Assigns staff roles or tasks based on strengths.</li> </ul> <p><b>Systems Thinking</b></p> <ul style="list-style-type: none"> <li>• Understands organizational makeup and structure.</li> <li>• Understands how components fit within and support a system.</li> </ul>	<p><b>Grades 9–10</b> RI.9-10 2,4,5,6,10 W.9-10 4,6,7,8,9,10 SL.9-10.1-4 L.9-10.1-6</p> <p><b>Grades 11–12</b> RI.11-12. 2,4,6,10 W.11-12 4,6,7,8,9,10 SL.11-12. 1-4 L.11-12.1-6</p>
<p><b>Meeting Five: Launch the Business</b></p> <p>Students explore corporate leadership roles and responsibilities, evaluate personal leadership skills, and elect leaders for the business venture. Then, they organize their business teams, start deep dives into business team roles, and complete work on the Business Snapshot and Company Charter.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evaluate different leadership styles and the most positive leadership influence for companies in different situations.</li> <li>• Assess personal leadership styles and reflect on what considerations might be important in decision making as a leader of a start-up company.</li> <li>• Describe the significance of accountability as an entrepreneur and a student as it</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p><b>Applied Academics</b></p> <ul style="list-style-type: none"> <li>• Applies relevant academic knowledge and skills to complete workplace tasks.</li> <li>• Debates an issue and converges to an understanding by questioning and assessing problems.</li> <li>• Creates and shares innovative solutions to address workplace challenges and ideas to complete tasks.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.1,2,4,10 W.9-10.2 W.9-10.4-6 SL.9-10.1,3,4,5,6 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>

# JA Company Program

Session Descriptions	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p>relates to a company venture and JA experience.</p> <ul style="list-style-type: none"> <li>Evaluate the different leader candidates, and elect people for the company leadership positions.</li> <li>Demonstrate basic business planning by completing the Business Snapshot which outlines all the key elements to launch a business.</li> <li>Express the legal and social need for a company’s guiding principles by developing and agreeing to a company charter.</li> </ul>			
<p><b>Business Operations</b></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-guided content to support their specific roles.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the five functional roles of the company and the essential responsibilities of each role.</li> <li>Describe the steps involved in a company status update report.</li> <li>Present status updates from each business team of the company.</li> <li>Identify the purpose of each element of the Finance Workbook and when each will be used in company operations.</li> <li>Establish a functional startup through completing tasks related to the management and running of their company</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p><b>Systems Thinking</b></p> <ul style="list-style-type: none"> <li>Understands organizational makeup and structure.</li> <li>Understands how components fit within and support a system.</li> </ul> <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>Accepts constructive criticism.</li> </ul> <p>Compromises</p>	<p><b>Grades 9-10</b></p> <p>RI.9-10.2,4,6,10 W.9-10.2,4,8-10 SL.9-10.1-6 L.9-10.1-6</p> <p><b>Grades 11-12</b></p> <p>RI.11-12.2,4,6,7,10 W.11-12.2,4,8,10 SL.11-12.1-6 L.11-12.1-6</p>

# JA Company Program

Session Descriptions	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Topic: Finances (Self-Guided)</b> 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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of finance in a company.</li> <li>Explain the primary tasks and responsibilities of the finance team to understand this team’s role in company operations.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p><b>Applied Academics</b></p> <ul style="list-style-type: none"> <li>Applies relevant academic knowledge and skills to complete workplace tasks.</li> </ul> <p><b>Technology Use</b></p> <ul style="list-style-type: none"> <li>Uses industry specific technology to complete tasks.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.1 W.9-10.4-7 SL.9-10.1-2 SL.9-10.4-6 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1 RI.11-12.4 W.11-12.2,4 W.11-12.5-6 SL.11-12.1-2 SL.11-12.1-2 L.11-12.1,6</p>
<p><b>Topic: Leadership and Management (Self-Guided)</b> 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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of leadership and management in a company.</li> <li>Explain the primary tasks and responsibilities of the Leadership and Management team to understand this team’s role in company operations.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>Understands own strengths and weaknesses.</li> <li>Advocates for oneself.</li> </ul> <p><b>Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>Solicits ideas and feedback from teammates.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.1-2 RI.9-10.4,10 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.2,4,10 SL.11-12.1-2 L.11-12.1-6</p>
<p><b>Topic: Marketing (Self-Guided)</b> Students learn how marketing connects the company with the customer by communicating with customers and other businesses. They learn the four Ps of the marketing mix.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of marketing in a company</li> <li>Explain the primary tasks and responsibilities of the Marketing team to understand this team’s role in company operations.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>Manages own time appropriately.</li> <li>Assigns staff roles or tasks based on strengths.</li> </ul> <p><b>Information Use</b></p> <ul style="list-style-type: none"> <li>Prioritizes information.</li> <li>Communicates information to colleagues or clients.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2,4,7,10 W.9-10.2,4,5,6,7,8,10 SL.9-10.1-6 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11/12.2,4,7 W.11-12.2 W.11-12.4-8 SL.11-12.1-6 L.11-12.1-6</p>

# JA Company Program

Session Descriptions	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Topic: Sales (Self-Guided)</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of sales in a company</li> <li>Explain the primary tasks and responsibilities of the Sales team to understand this team’s role in company operations.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Seeks out resources to resolve customer issues.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2,4,5,6,10 SL.9-10.1-6 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4,6,10 SL.11-12.1-6 L.11-12.1-6</p>
<p><b>Topic: Supply Chain Workflow (Self-Guided)</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the function of a supply chain and the purpose of each link in the supply chain as it relates to company operations.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Employability Skills</b></p> <p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Seeks out resources to resolve customer issues.</li> </ul> <p><b>Resource Management</b></p> <ul style="list-style-type: none"> <li>Identifies resources needed to complete projects or tasks.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.1,2,4,7,10 W.9-10.4,7 SL.9-10.1-6 L.9-10.1,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4,7,10 W.11-12.4,7,10 SL.11-12.1-6 L.11-12.1-4 L.11-12.6</p>
<p><b>Meeting Twelve: Liquidate the Company</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the liquidation process for the company and the associated tasks.</li> <li>Demonstrate the liquidation process of a business by executing the tasks to complete the student company.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.8.1</b> Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.</p>	<p><b>Employability Skills</b></p> <p><b>Information Use</b></p> <ul style="list-style-type: none"> <li>Prioritizes information.</li> <li>Communicates information to colleagues or clients.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2,4,7,10 SL.9-10.1-4 L.9-10.1-4</p> <p><b>Grades 11-12</b> RI.11-12.2,4,10 SL.11-12.1-4 L.11-12.1-4</p>

# JA Company Program

Session Descriptions	Social Studies Standards	Personal Financial Literacy Standards Employability Skills	Common Core ELA
<p><b>Meeting Thirteen: Create a Personal Plan of Action</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of networking related to your business and overall entrepreneurial success.</li> <li>Execute an introductory plan to initiate networking by determining immediate people and organizations you can connect with.</li> <li>Execute a personal action plan to detail the next steps you will take in your entrepreneurial journey.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/ certification, needs versus wants, and the ability to live on less than you earn).</p> <p><b>Employability Skills</b></p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Outlines steps or approaches to achieve goal(s).</li> </ul>	<p><b>Grades 9-10</b> RI.9-10. 2,4,6,7,10 W.9-10. 4,6 SL.9-10 .1-2 L.9-10. 1-4,6</p> <p><b>Grades 11-12</b> RI.11-12. 2,4,6,7,10 SL.11-12.1-2 L.11-12.1-4,6</p>
<p><b>Meeting Fourteen: Develop an Annual Report (Optional)</b></p> <p>During this optional meeting, students create an annual report as a summary of their student company experience.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe an annual report and its purpose.</li> <li>Develop a summary annual report project to complete the business venture experience.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.8.2</b> Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p>	<p><b>Employability Skills</b></p> <p><b>Information Use</b></p> <ul style="list-style-type: none"> <li>Prioritizes information.</li> <li>Communicates information to colleagues or clients.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Conveys written information in multiple industry or career-specific mediums and formats.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10. 2,4,6,10 W.9-10. 2,4-10 SL.9-10 .1-2, 4-6 L.9-10. 1-6</p> <p><b>Grades 11-12</b> RI.11-12. 2,4,6,10 W.11-12. 2, 4-10 SL.11-12.1-2,4-6 L.11-12.1-6</p>



# JA Company Program Pop Up

Session Descriptions	Social Studies Standards Employability Skills	Common Core ELA
<p><b>Session One: Pop-Up Warm-Up</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain what a pop-up business is and its intended purpose.</li> <li>Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements.</li> <li>Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture.</li> </ul>	<p><b>Economics</b></p> <p>E.8.1 Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.</p> <p>E.8.2 Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.</p> <p><b>Employability</b></p> <ul style="list-style-type: none"> <li>Goal Setting</li> <li>Specifies timeline to achieve goal(s).</li> <li>Outlines steps or approaches to achieve goal(s). Identifies measures to determine success in achieving goals.</li> </ul>	<p>Reading for Information RI.6 3,4,7 RI.7 3,4 RI.8 3,4</p> <p>Writing W.6.4 W.7.2.4 W.8.4</p> <p>Speaking and Listening SL 6.1,2 SL.7 1,2 SL. 8.1,2</p> <p>Language L. 6 1,2,3,4,6 L.7. 1-6 L.8 1-6</p>
<p><b>Session Two: Doing the Research</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of the profit equation and understand how to calculate profit.</li> <li>Explain what a target audience is.</li> <li>Recognize the importance of the customers' wants and needs related to the business's goals.</li> <li>Identify appropriate market research techniques to use when collecting information</li> </ul>	<p><b>Economics</b></p> <p>E.3.1 Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p> <p>E.10.3 Explain how changes in supply and demand cause prices to change and in turn, cause buyers and sellers to change, including changes in price of productive resources and technologies used to make the product, profit opportunities available to producers for selling other products, number of sellers in a market, consumer incomes, consumer options, and the number of consumers in a market.</p> <p><b>Employability</b></p> <p>Teamwork</p> <p>Seeks out resources to resolve customer issues.</p>	<p>Reading for Information RI.6 1,2,4,7 RI.7 1,4 RI.8 1,2,4</p> <p>Writing W.6 4,7,9 W.7 2,7,9 W.8 4,7,9</p> <p>Speaking and Listening SL.6 1,2,4 SL.7 1,2,4 SL.8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies Standards Employability Skills	Common Core ELA
<p><b>Session Three: Defining the Pop-Up Structure</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Analyze market research data to make planning decisions about the pop-up business to maximize sales.</li> <li>▪ Describe the different roles and responsibilities necessary to organize and run a pop-up business.</li> <li>▪ Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team.</li> <li>▪ Draft a timeline of tasks and associated due dates needed to meet the company's goals.</li> </ul>	<p><b>Employability</b></p> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>• Understands organizational makeup and structure.</li> <li>• Understands how components fit within and support a system.</li> </ul>	<p>Reading for Information RI.6. 2,4,7 RI.7 2,4 RI.8 2,4</p> <p>Writing W.6-8 4,7,9</p> <p>Speaking and Listening SL.6-8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>
<p><b>Session Four: The Ps of Pop-Up</b></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 which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business.</li> <li>▪ Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix.</li> <li>▪ Design an optimal layout for a pop-up business that will maximize sales.</li> </ul>	<p><b>Economics</b></p> <p>E.3.1 Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p> <p><b>Employability</b></p> <p>Creative Thinking</p> <ul style="list-style-type: none"> <li>• Contributes to a culture of innovation.</li> </ul>	<p>Reading for Information RI.6 2,3,4,7 RI.7-8 2,3,4</p> <p>Writing W.6 4 W.7 4 W.8 4</p> <p>Speaking and Listening SL6-8. 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies Standards Employability Skills	Common Core ELA
<p><b>Session Five: Creating the Buzz</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal.</li> <li>Design promotional strategies and materials to attract interest in the pop-up business.</li> </ul>	<p><b>Economics</b></p> <p>E.1.2 Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p>E.1.3 Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p>E.3.1 Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p> <p><b>Employability</b></p> <p>Problem-Solving</p> <ul style="list-style-type: none"> <li>Displays analytical and strategic thinking.</li> </ul>	<p>Reading for Information RI.6 1,2,3,4,7 RI.7 1,2,3,4 RI.8 1,2,3,4</p> <p>Writing W.6-8 4,7,9</p> <p>Speaking and Listening SL.6-8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>
<p><b>Session Six: Open for Business!</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Select appropriate sales strategies to use while interacting with customers during pop-up store sales.</li> <li>Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals.</li> <li>Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule.</li> </ul>	<p><b>Employability</b></p> <p>Teamwork</p> <ul style="list-style-type: none"> <li>Responds to the needs of customers.</li> <li>Is receptive to customer feedback.</li> </ul>	<p>Reading for Information RI.6-8 2,4</p> <p>Writing W.6-8 4</p> <p>Speaking and Listening SL.6 1,2,4 SL.7 4 SL.8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies Standards Employability Skills	Common Core ELA
<p><b>Session Seven: Pop-Up Wrap-Up</b></p> <p>This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business’s final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store’s proceeds to their charitable recipient and celebrate their accomplishments.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>▪ Complete the tasks to calculate final sales and profit and close out the business.</li> <li>▪ Analyze final sales information and compare it to the pop-up business’s initial profit goal.</li> <li>▪ Assess company and personal goals to determine successes and areas for improvement.</li> </ul>	<p><b>Economics</b></p> <p>E.8.1 Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.</p> <p><b>Employability</b></p> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Understands the connection of information to other tasks or parts of the project</li> </ul>	<p>Reading for Information RI.6 2,3,4,7 RI.7 2,3,4 RI.8 2,3,4</p> <p>Writing W.6-8 4</p> <p>Speaking and Listening SL.6-8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>

# JA Excellence Through Ethics

Session Descriptions	Social Studies Standards	Employability Skills	Common Core ELA
<p><b>Day of the Visit</b></p> <p>A business professional volunteer will speak to the students about ethics and lead self-assessment and ethics scenario activities.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define ethics.</li> <li>• Evaluate personal values in ethical dilemmas.</li> <li>• Articulate and identify the steps necessary to make ethical decisions.</li> <li>• Recognize the importance of identifying and understanding personal values as a means of avoiding unethical choices.</li> </ul>	<p><b>E.1.4</b> Explain that people tend to respond to fair treatment with fair treatment and to unfair treatment with retaliation, even when such reactions may not maximize their material wealth.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> <li>• Seeks out guidance, feedback and information.</li> <li>• Adapts to new methods.</li> </ul>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>
<p><b>Reflection Activity (Optional)</b></p> <p>Students will reflect and discuss their learnings after interacting with a local business professional.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Reflect on what they learned during their volunteer visit.</li> <li>• Begin to understand ethical choices beyond the perspective of what they read in books.</li> <li>• Give thoughtful consideration to “right” and “wrong” choices and examination of personal beliefs.</li> <li>• Self-examine to develop a personal awareness of values to begin to see the disconnect between their words and actions.</li> <li>• Strengthen the belief that ethics is an active ethos and start to develop a deeper commitment to living ethically.</li> </ul>	<p><b>E.1.4</b> Explain that people tend to respond to fair treatment with fair treatment and to unfair treatment with retaliation, even when such reactions may not maximize their material wealth.</p>	<p>Communication</p> <ul style="list-style-type: none"> <li>• Responds and asks clarifying questions.</li> <li>• Summarizes key points from technical or work-specific written materials.</li> </ul>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>

# JA Excellence Through Ethics

Session Descriptions	Social Studies Standards	Employability Skills	Common Core ELA
<p><b>Extended Learning Opportunities (Optional)</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Work independently to discover more about ethics.</li> </ul>	<p><b>E.1.4</b> Explain that people tend to respond to fair treatment with fair treatment and to unfair treatment with retaliation, even when such reactions may not maximize their material wealth.</p>	<p>Resource Management</p> <ul style="list-style-type: none"> <li>• Manages own time appropriately.</li> </ul>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>

# JA High School Heroes

Session Descriptions	Social Studies Standards	Employability Skills	Common Core ELA
<p><b>Effective Civic Leadership.</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify qualities of a leader.</li> <li>Recognize the role of civic leadership in a community.</li> <li>Develop conflict-resolution skills.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Understands own strengths and weaknesses.</li> <li>Advocates for oneself.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Responds and asks clarifying questions.</li> <li>Summarizes key points from technical or work-specific written materials.</li> </ul>	<p><b>Grades 9-10</b>            RI.9-10.1            W.9-10.2            W.9-10.4-7            SL.9-10.1-6            L.9-10.1-2            L.9-10.4</p> <p><b>Grades 11-12</b>            RI.11-12.1            RI.11-12.4            W.11-12.2-7            SL.11-12.1-2            L.11-12.1-2            L.11-12.6</p>
<p><b>Presentation Skills and Classroom Management</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use strong presentation skills to communicate effectively.</li> <li>Develop classroom management practices.</li> <li>Recognize and use techniques that further teamwork and achieve group goals.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p>Resource Management</p> <ul style="list-style-type: none"> <li>Manages own time appropriately.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Uses technical terminology accurately.</li> <li>Responds and asks clarifying questions.</li> <li>Summarizes key points from technical or work specific written materials.</li> </ul>	<p><b>Grades 9-10</b>            RI.9-10.1            W.9-10.2            W.9-10.4-7            SL.9-10.1-6            L.9-10.1-2            L.9-10.4</p> <p><b>Grades 11-12</b>            RI.11-12.1            RI.11-12.4            W.11-12.2-7            SL.11-12.1-2            L.11-12.1-2            L.11-12.6</p>
<p><b>Critical Thinking and Problem Solving</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a problem-solving technique to solve personal and professional problems.</li> <li>Apply critical-thinking skills to work-based problems.</li> <li>Recognize that decisions have consequences.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>Identifies alternative solutions and ideas to address workplace challenges and complete tasks.</li> <li>Outlines steps or approaches to achieve goal(s).</li> </ul>	<p><b>Grades 9-10</b>            RI.9-10.1            W.9-10.2            W.9-10.4-7            SL.9-10.1-6            L.9-10.1-2            L.9-10.4</p> <p><b>Grades 11-12</b>            RI.11-12.1            RI.11-12.4            W.11-12.2-7            SL.11-12.1-2            L.11-12.1-2            L.11-12.6</p>

# JA High School Heroes

Session Descriptions	Social Studies Standards	Employability Skills	Common Core ELA
<p><b>Reflection</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Implement objective criteria to self-evaluate</li> <li>• Recognize the value of constructive feedback and the growth mind-set</li> <li>• Develop a personal action plan.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Solicits ideas and feedback from teammates.</li> </ul> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>• Accepts constructive criticism.</li> <li>• Compromises</li> </ul> <p>Understands own strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>• Advocates for oneself.</li> </ul>	<p><b>Grades 9-10</b></p> <p>RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b></p> <p>RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>



# JA Inspire Virtual

Session Descriptions	Personal Financial Literacy Standards	Employability Skills	Common Core ELA
<p><b>Session One: Career Interests and Your Path</b></p> <p>Students understand the importance of career planning and complete a Career Interest Inventory to assess their own values, skills, and interests in the context of career paths.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Consider their values, skills, and interests.</li> <li>• Take a Career Interest Inventory.</li> <li>• Relate their values, skills, interests, and Career Interest Inventory to future career opportunities.</li> </ul>	<p>PFL.1.1 Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Takes ownership for professional growth.</li> </ul> <p><b>Goal-Setting</b></p> <ul style="list-style-type: none"> <li>• Sets specific task, project, and/or career goal(s).</li> </ul>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5 Language L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Two: Career Planning and Your Path</b></p> <p>Students learn to recognize career clusters and focus on those tied to the results of their Career Interest Inventory. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in those fields.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn why career planning is important.</li> <li>• Recognize career clusters.</li> <li>• Identify career clusters that match their skills and interests.</li> <li>• Identify requirements to obtain jobs in fields of interest.</li> </ul>	<p>PFL.1.1 Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Goal-Setting</b></p> <ul style="list-style-type: none"> <li>• Sets specific task, project, and/or career goal(s).</li> <li>• Outlines steps or approaches to achieve goal(s).</li> <li>• Identifies measures to determine success in achieving goals.</li> </ul>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5 Writing W.4 W.5 W.6 Language L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Virtual

Session Descriptions	Personal Financial Literacy Standards	Employability Skills	Common Core ELA
<p><b>Session Three: Preparing to Meet Your Future</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand why it's important to choose a career where they can be successful and develop a career plan.</li> <li>• Practice soft skills.</li> <li>• Recognize education and training requirements and opportunities for careers of interest.</li> </ul>	<p>PFL.1.1 Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Academic Application</b></p> <ul style="list-style-type: none"> <li>• Understands which academic knowledge and skills are most relevant to achieving career goals.</li> </ul>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Four: Local Business Means Opportunity</b></p> <p>Students learn about their local economy. They review the list of JA Inspire Virtual career fair 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 virtual career fair.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize traits of their local economy.</li> <li>• Identify common career clusters in their area and among JA Inspire Virtual exhibitors.</li> <li>• Create a list of exhibitors to visit during JA Inspire Virtual.</li> </ul>	<p>PFL.1.1 Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>• Plans out tasks.</li> </ul> <p><b>Information Use</b></p> <ul style="list-style-type: none"> <li>• Organizes information based on clear patterns.</li> <li>• Applies information to complete tasks.</li> <li>• Prioritizes information.</li> </ul>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Virtual

Session Descriptions	Personal Financial Literacy Standards	Employability Skills	Common Core ELA
<p><b>Session Five: Learn from the Experts</b></p> <p>Students review the speakers and webinars available at the JA Inspire Virtual career fair, create a list of at least three to view, and define what they would like to learn from them.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify relevant JA Inspire</li> <li>Virtual speakers and webinars to attend.</li> <li>Note facts about the speakers and topics of webinars they will attend.</li> <li>Develop questions to consider when watching the speakers and webinars.</li> </ul>	<p>PFL.1.1 Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Goal-Setting</b></p> <ul style="list-style-type: none"> <li>Sets specific task, project, and/or career goal(s).</li> </ul>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Six: Welcome to JA Inspire Virtual</b></p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Visit exhibits at JA Inspire Virtual.</li> <li>Attend speeches and webinars at JA Inspire Virtual.</li> <li>Complete the What I Learned section of the chart from their Learn from the Experts worksheet.</li> </ul>	<p>PFL.1.1 Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Information Use</b></p> <ul style="list-style-type: none"> <li>Prioritizes information.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Summarizes key points discussed.</li> </ul>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Virtual

Session Descriptions	Personal Financial Literacy Standards	Employability Skills	Common Core ELA
<p><b>Session Seven: JA Inspire Personal Reflection</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event.</li> <li>Identify next steps, including exploration of high school coursework and other research.</li> </ul>	<p>PFL.1.1 Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Information Use</b></p> <ul style="list-style-type: none"> <li>Transfers and applies information.</li> </ul> <p><b>Goal-Setting</b></p> <ul style="list-style-type: none"> <li>Sets specific task, project, and/or career goal(s).</li> <li>Specifies timeline to achieve goal(s).</li> <li>Outlines steps or approaches to achieve goal(s).</li> <li>Identifies measures to determine success in achieving goals.</li> </ul>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>

## JA It's My Job (Soft Skills)

Session Descriptions	Personal Financial Literacy	Employability Skills	Common Core ELA
<p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of manners as an element of professionalism.</li> <li>Identify language and style appropriate for the workplace.</li> <li>Listen actively for content, not to anticipate response.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Understands own strengths and weaknesses.</li> <li>Advocates for oneself.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Uses appropriate and professional workplace language.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.1,4,11 SL.9-10.1-3 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1,4,11 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</p>
<p><b>Applications and Resumes</b></p> <p>This session covers job applications and resumes, two written methods of applying for a job. Students examine both documents and begin to think about how to adapt their experiences, skills, and achievements to the applicable template to present themselves to a potential employer.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify information necessary for a job application.</li> <li>Recognize key features and formatting of resumes.</li> <li>Use appropriate language for a resume.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Communication</p> <ul style="list-style-type: none"> <li>Conveys written information in multiple industry or career-specific mediums and formats.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2 W.9-10.2,4,6 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.2 W.11-12.2,4,6 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</p>
<p><b>Interviewing for a Job</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify appropriate content for a personal brag sheet</li> <li>Adapt personal information to interview situations.</li> <li>Develop answers to common interview questions.</li> <li>Recognize appropriate professional dress and demeanor for a job interview.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Understands own strengths and weaknesses.</li> <li>Advocates for oneself.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands organizational makeup and structure.</li> <li>Understands how components fit within and support a system.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2 W.9-10.2,4,6 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p>

## JA It's My Job (Soft Skills)

Session Descriptions	Personal Financial Literacy	Employability Skills	Common Core ELA
<p><b>Cell Phones in the Workplace</b></p> <p>This session covers communication methods to ensure workplace success, focusing on using cell phones in the workplace. A required activity covers cell phone etiquette, plus there are three additional activities from which to choose.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>Adapt cell phone behavior and functions for professional uses.</li> <li>Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Communication</p> <ul style="list-style-type: none"> <li>Uses appropriate and professional workplace language.</li> </ul> <p>Systems thinking</p> <ul style="list-style-type: none"> <li>Understands how personal job duties contribute to the organization.</li> <li>Understands which technologies are needed to complete specific workplace tasks.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p>
<p><b>Workplace Communication</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify and use an appropriate professional tone in workplace communication.</li> <li>Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>Enable cooperative and productive group interactions.</li> <li>Communicate to solve problems collaboratively and respectfully.</li> </ul>	<p><b>NA</b></p>	<p>Communication</p> <ul style="list-style-type: none"> <li>Uses appropriate and professional workplace language.                             <ul style="list-style-type: none"> <li>Summarizes key points from technical or work specific written materials.</li> </ul> </li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p>

## JA It's My Job (Soft Skills)

Session Descriptions	Personal Financial Literacy	Employability Skills	Common Core ELA
<p><b>Workplace Writing</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use proper spelling, grammar, and punctuation in the workplace.</li> <li>• List best practices for effective business writing.</li> <li>• Use clear language and appropriate style for written communication in the workplace.</li> <li>• Identify important ideas and express them clearly and concisely in writing.</li> </ul>	NA	<p>Communication</p> <ul style="list-style-type: none"> <li>• Conveys written information in multiple industry or career-specific mediums and formats.</li> </ul>	<p><b>Grades 9-10</b></p> <p>RI.9-10.2 W.9-10.2,4,6,10 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b></p> <p>RI.11-12.1,4,11 W.11-12.2,4,6,10 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p>

# JA Job Shadow Blended

Session Descriptions	Social Studies Standards and Personal Financial Literacy	Employability Skills	Common Core ELA
<p><b>Session One: Finding Your Future</b></p> <p>In this session, students are introduced to the Design for Delight innovation model and how to use it for career planning. They examine career options and pathways in relation to their skills and interests, to allow them to choose potential occupations to explore.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the three Design for Delight innovation principles</li> <li>Correlate the Design for Delight innovation principles to the development of a personal career plan</li> <li>Explain career clusters and their relationship to career pathways, industries, and careers</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Employability Skills</b></p> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Understands own strengths and weaknesses.</li> <li>Advocates for oneself.</li> </ul> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands organizational makeup and structure.</li> <li>Understands how components fit within and support a system.</li> </ul>	<p><b>Reading for Informational Text</b> 9-10 RI.1,2,4,6 11-12 RI 2,4,8</p> <p><b>Speaking and Listening</b> 9-12 SL.1,2</p> <p><b>Writing</b> 9-12 W.7</p> <p><b>Language</b> 9-12 L. 1-4</p>
<p><b>Session Two: Career Exploration &amp; Informational Interviews</b></p> <p>In this session, students work with a partner to explore their top three career choices and explain how they made their selections. They learn what an informational interview is and how to conduct one with a professional contact to learn more about a career of interest, and they prepare for a site visit.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze which career options most closely relate to their interests, strengths, and skills</li> <li>Describe informational interviews and their relevancy to personal career exploration</li> <li>Develop questions for informational interviews to identify preferable careers</li> <li>Practice positive interview techniques and etiquette</li> <li>Research local individuals working in preferable careers (optional)</li> <li>Craft a personal elevator pitch (optional)</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Employability Skills</b></p> <p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands organizational makeup and structure.</li> <li>Understands how components fit within and support a system.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Uses appropriate and professional workplace language.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Reading for Informational Text</b> 9-10 RI. 1,2,4 11-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL.1-6</p> <p><b>Writing</b> 9-12 W. 4,6</p> <p><b>Language</b> 9-12 L. 1-6</p>



# JA Job Shadow Blended

Session Descriptions	Social Studies Standards and Personal Financial Literacy	Employability Skills	Common Core ELA
<p><b>Session Three: Job Site Visit</b></p> <p>In this session students attend a workplace site visit. They see presentations about the company, conduct informational interviews, and participate in a series of challenges. A detailed itinerary is in the JA Job Shadow Site Coordinator Guide.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Observe and analyze a company’s presentations to discern business mission, values, and functions</li> <li>Make ethical decisions related to a business scenario</li> <li>Conduct informational interviews</li> <li>Relate what was learned from a workplace visit to a personal career path</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands organizational makeup and structure.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Uses appropriate and professional workplace language.</li> <li>Responds and asks clarifying questions.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Reading for Informational Text</b> 9-10 RI. 1,2,4 11-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL.1,2,3,6</p> <p><b>Language</b> 9-12 L. 1-6</p>
<p><b>Session Four: Site Visit Reflection</b></p> <p>In this session students reflect on their site visit and write a thank you note to their hosts and any informational interview subjects. They create a resume and an online professional profile.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate personal career plan</li> <li>Create a resume</li> <li>Research local individuals working in preferable careers (optional)</li> <li>Create an online job search profile</li> <li>Write thank you notes</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Employability Skills</b></p> <p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Solicits ideas and feedback from teammates.</li> </ul> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>Accepts constructive criticism.</li> <li>Compromises</li> <li>Understands own strengths and weaknesses.</li> </ul> <p>Advocates for oneself.</p>	<p><b>Reading for Informational Text</b> 9-10 RI. 2,4,6 11-12 RI. 2,4,8</p> <p><b>Speaking and Listening</b> 9-12 SL. 1-4</p> <p><b>Writing</b> 9-10 W. 3,4,6 11-12 W.2,4,6</p> <p><b>Language</b> 9-12 L. 1-6</p>

# JA Job Shadow Blended

Session Descriptions	Social Studies Standards and Personal Financial Literacy	Employability Skills	Common Core ELA
<p><b>Session Five: Interviewing for a Job</b></p> <p>In this session students learn how to behave professionally and answer questions on job interviews, and they practice interviewing for a job. They explore how to secure a job shadow placement.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify common interview mistakes</li> <li>Investigate common job interview formats</li> <li>Practice job interviews from both the employer’s and applicant’s perspectives</li> <li>Prepare for job interview</li> <li>Plan and obtain job shadow commitment</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Systems Thinking</p> <ul style="list-style-type: none"> <li>Understands organizational makeup and structure.</li> <li>Understands how components fit within and support a system.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Uses appropriate and professional workplace language.</li> <li>Responds to verbal and nonverbal cues from others.</li> </ul>	<p><b>Reading for Informational Text</b> 9-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL. 1-6</p> <p><b>Language</b> 9-12 L. 1-6</p>
<p><b>Session Six: Job Shadow Prep</b></p> <p>In this session students prepare for their job shadow experience by developing questions to ask of their job shadow subjects, learning about appropriate workplace behavior, and researching the companies where they will spend time.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Research the job shadow subject’s company, employees, and industry</li> <li>Develop questions for the job shadow experience</li> <li>Distinguish between appropriate and inappropriate workplace behavior</li> <li>Assess personal preparedness for the job shadow experience</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Information Use</p> <ul style="list-style-type: none"> <li>Organizes information based on clear patterns.</li> <li>Applies information to complete tasks.</li> </ul>	<p><b>Reading for Informational Text</b> 9-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL. 1,2,4,6</p> <p><b>Writing</b> 9-12 W. 4,6,7</p> <p><b>Language</b> 9-12 L. 1-6</p>
<p><b>Session Seven: Job Shadow Experience</b></p> <p>In this session students visit a workplace and participate in an independent job shadow experience with the host(s) they identified.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Complete a job shadow experience</li> <li>Observe and analyze a workplace to evaluate relevancy to personal career plan</li> <li>Adapt behavior to a work environment</li> <li>Develop professional networking contacts</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Responds well to feedback.</li> <li>Solicits ideas and feedback from teammates.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Maintains appropriate eye contact and body language</li> </ul>	<p><b>Reading for Informational Text</b> 9-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL.1,2,3,6</p> <p><b>Language</b> 9-12 L. 1-6</p>

# JA Job Shadow Blended

Session Descriptions	Social Studies Standards and Personal Financial Literacy	Employability Skills	Common Core ELA
<p><b>Session Eight: Job Shadow Reflection &amp; Career Planning</b></p> <p>In this session students reflect on their job shadow experience and write up their notes. They analyze the relevance of the company and jobs they observed to their own career path plans and consider next steps.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Analyze job shadow experience.</li> <li>• Re-evaluate personal career plan.</li> <li>• Demonstrate appropriate workplace etiquette.</li> </ul>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>• Solicits ideas and feedback from teammates.</li> </ul> <p>Personal Qualities</p> <ul style="list-style-type: none"> <li>• Accepts constructive criticism.</li> <li>• Compromises</li> <li>• Understands own strengths and weaknesses.</li> </ul>	<p><b>Reading for Informational Text</b> 9-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL.1,2,3,6</p> <p><b>Writing</b> 9-10 W. 3,4,6 11-12 2,4,6</p> <p><b>Language</b> 9-12 L. 1-6</p>

# JA Launch Lesson

Session Descriptions	Social Studies Standards and Personal Financial Literacy	Employability Skills	Common Core ELA
<p><b>Optional Pre-Lesson Enhancements</b></p> <p>To prepare for the guest entrepreneur, consider these optional entrepreneurship-focused opportunities:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Determine their entrepreneur profile</li> <li>brainstorm possible products or services that meet product criteria</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Communication</p> <ul style="list-style-type: none"> <li>Understands and follows written directions.</li> <li>Reads materials specific to work or tasks.</li> <li>Writes work-specific materials using correct grammar, syntax, and spelling.</li> </ul>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>
<p><b>Day of the Visit</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze a real-world example of entrepreneurship.</li> <li>Determine one next step that could lead to a new business venture.</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Interpersonal Skills</p> <ul style="list-style-type: none"> <li>Respects individual differences.</li> <li>Responds well to feedback.</li> <li>Solicits ideas and feedback from teammates.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>Speaks clearly and audibly.</li> <li>Maintains appropriate eye contact and appropriate body language when speaking with others.</li> </ul>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>

# JA Launch Lesson

Session Descriptions	Social Studies Standards and Personal Financial Literacy	Employability Skills	Common Core ELA
<p><b>Extended Learning Opportunities (Optional)</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Work independently to discover more about entrepreneurship.</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and the ability to live on less than you earn).</p>	<p>Communication</p> <ul style="list-style-type: none"> <li>• Applies what was heard to work.</li> </ul> <p>Resource Management</p> <ul style="list-style-type: none"> <li>• Identifies resources needed to complete projects or tasks</li> </ul> <p>Uses reliable sources to identify information.</p> <ul style="list-style-type: none"> <li>• Identifies which information is relevant and important to tasks.</li> </ul>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>

# JA Personal Finance 2.0

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Session One: Earning, Employment, and Income</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain how values, priorities, and educational goals can affect career decisions.</li> <li>• Identify employment options that align with your priorities and values.</li> <li>• Recognize how your financial decisions can affect others.</li> <li>• Use healthy relationship behaviors to discuss shared financial decisions.</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p>	<p><b>PFL.1.2</b> Identify the components of a personal/family budget (e.g., income, savings/investments, taxes, emergency fund, expenses, and charitable giving) based on short, medium, and long term goals (e.g., financial, personal, educational, and career).</p> <p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/ certification, needs versus wants, and the ability to live on less than you earn).</p>	<p><b>Grades 9-12</b>            9-12.RI.4            9-12.RI.6            9-12.W.3-4            9-12.SL.1-3            9-12.L.1-4</p>
<p><b>Session Two: Budgeting</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance of making and keeping a budget or spending plan.</li> <li>• Identify categories of expenses on a budget.</li> <li>• Explain how to use a budget to clarify shared financial decisions with another person.</li> <li>• Prioritize expense categories on a budget.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p>	<p><b>PFL.1.2</b> Identify the components of a personal/family budget (e.g., income, savings/investments, taxes, emergency fund, expenses, and charitable giving) based on short, medium, and long term goals (e.g., financial, personal, educational, and career).</p>	<p><b>Grades 9-12</b>            9-12.RI.1 <u>RI.4</u>            9-12.RI.6            9-12.W.4            9-12.SL.1-3            9-12.L.1-4</p>

# JA Personal Finance 2.0

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Session Three: Savings</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize reasons for saving.</li> <li>Explain how saving can help you earn interest instead of paying interest.</li> <li>Use strategies to achieve a saving goal.</li> <li>Recognize unhealthy relationship behaviors related to saving.</li> </ul>	<p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p>	<p><b>PFL.5.1</b> Explain reasons for saving and investing to meet goals and build wealth (e.g., opportunity cost, return on investment, emergencies, major purchases, down payments, and education).</p>	<p><b>Grades 9-12</b>            9-12.RI.4            9-12.RI.6            9-12.W.3-4            9-12.SL.1-2            9-12.SL.4            9-12.L.1-4</p>
<p><b>Session Four: Credit and Debt</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Differentiate between credit and debt.</li> <li>Recognize the factors that affect an individual’s credit score and credit history.</li> <li>Recognize the consequences of a low credit score.</li> <li>Recognize the impact of sharing credit cards or cosigning for loans.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p>	<p><b>PFL.3.2</b> Describe and compare the most common financial products and services (e.g., checking, contactless payments systems, credit cards, Automated Teller Machines, savings, loans, investments, and insurance)</p> <p><b>PFL.7.1</b> Identify and analyze sources of credit (e.g. financial institutions, private lenders, and retail businesses) and credit products (e.g., FAFSA, student loans, credit cards, and car loans).</p> <p><b>PFL.7.3</b> Explain the importance of establishing a positive credit history.</p>	<p><b>Grades 9-12</b>            9-12.RI.1            9-12.RI.4            9-12.RI.6            9-12.SL.1-3            9-12.L.1            9-12.L.3-4</p>

# JA Personal Finance 2.0

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Session Five: Consumer Protection</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>List ways to protect online information.</li> <li>Recognize how a credit report can help identify suspicious activity related to your finances.</li> <li>Recognize risks involved with sharing finances.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>PFL.9.1</b> Describe potential methods of identity theft and unfair, fraudulent business practices (e.g., medical, pyramid schemes, bait and switch, hacking, dumpster diving, forgery, false billing, skimming, changing address, and phishing).</p> <p><b>PFL.9.2</b> Describe ways to recognize and avoid identity theft (e.g., review monthly financial statements and annual credit reports; protect personal information and online passwords).</p> <p><b>PFL.9.3</b> Describe methods to correct problems arising from identity theft and fraudulent business practices (e.g., contact national credit bureaus and local/state law enforcement agencies).</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.W.4 9-12.SL.1 9-12.SL.3-4 9-12.L.1-4</p>
<p><b>Session Six: Smart Shopping</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the factors necessary for making an informed purchase.</li> <li>Compare and contrast prices and data when making a purchase decision.</li> <li>Calculate savings gained through smart shopping.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>PFL.1.2</b> Identify the components of a personal/family budget (e.g., income, savings/investments, taxes, emergency fund, expenses, and charitable giving) based on short, medium, and long term goals (e.g., financial, personal, educational, and career).</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.4 9-12.RI.6 9-12.SL.2 9-12.L.3</p>



# JA Personal Finance 2.0

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Session Seven: Risk Management</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the risk of financial loss as an everyday reality for everyone.</li> <li>Recognize risk management strategies and apply them appropriately.</li> <li>Understand the role of personal responsibility in preventing financial loss.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>PFL.11.1</b> Identify common risks to life and property (e.g., mobile phone, illness, death, natural catastrophe, and accident).</p> <p><b>PFL.11.2</b> Explain the purpose and importance of insurance protection as a risk management strategy.</p> <p><b>PFL.11.3</b> Examine appropriate amounts of insurance and how insurance deductibles work.</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6</p>
<p><b>Session Eight: Investing</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate investments with different levels of risk and reward.</li> <li>Describe the role that compound interest plays in wealth over time.</li> <li>Recognize that investment options carry different levels of risk and reward.</li> <li>Analyze the risk tolerances for different investment strategies. Recognize the importance of practicing healthy relationship behaviors in shared investment decisions.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.SL.1 9-12.SL.2 9-12.SL.3 9-12.SL.4 9-12.L.4</p>

# JA Personal Finance 2.0

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Session Nine: Credit Cards (Optional: Self-Guided)</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define the term “credit card.”</li> <li>• Understand the difference between a credit card and a debit card.</li> <li>• Discuss the reasons to use—and not to use—a credit card.</li> <li>• Describe how using a credit card can impact your credit rating for better or worse.</li> <li>• Discuss some of the pros and cons of sharing a credit card.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.2.3</b> Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p>	<p><b>PFL.5.1</b> Explain reasons for saving and investing to meet goals and build wealth (e.g., opportunity cost, return on investment, emergencies, major purchases, down payments, and education).</p> <p><b>PFL.7.3</b> Explain the importance of establishing a positive credit history (e.g., maintaining a reasonable debt to income ratio), describe information contained in a credit report and explain the factors that affect a credit score</p> <p><b>PFL.7.5</b> Explain the impact of non-repayment on individuals, families, business, and the broader economic system as a whole.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p>
<p><b>Session Ten: Debt Management (Optional: Self-Guided)</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize the process, purpose, and outcomes of declaring bankruptcy.</li> <li>• Identify the different types of bankruptcy.</li> <li>• Evaluate the pros and cons of declaring bankruptcy in different situations.</li> <li>• Analyze the impact of bankruptcy when debt is shared.</li> </ul>	<p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p>PFL.13.1 Assess the costs and benefits of bankruptcy to individuals, families, and society.</p> <p>PFL.13.2 Examine ways to prevent bankruptcy and identify alternatives to bankruptcy (e.g., budget management, debt management, refinancing, and financial counseling).</p> <p>PFL.13.3 Explain the importance of reestablishing a positive credit history and steps to improve a credit score after bankruptcy.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p>

## JA Personal Finance 2.0

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Session 11: Net Worth (Optional: Self-Guided)</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define net worth.</li> <li>• Explore the process of determining net worth.</li> <li>• Summarize the different types of net worth.</li> <li>• Investigate the significance of shared net worth.</li> <li>• Calculate personal net worth.</li> </ul>	NA	<p>PFL.5.1 Explain reasons for saving and investing to meet goals and build wealth (e.g., opportunity cost, return on investment, emergencies, major purchases, down payments, and education).</p>	<p><b>Grades 9-10</b>            RI.9-10.1,2,4            W.9-10.4-7            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            RI.11-12.1,2,4            W.11-12.4-7            L.11-12.1,2,4,6</p>

# JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Session One: Understanding Stocks</b></p> <p>Students are introduced to the foundational concepts of stocks and the stock market through the analysis of an authentic, real-time stock market report. Then, they practice selecting stocks from a fictitious market to develop a portfolio.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between private and public companies.</li> <li>• Explain how and why people invest in corporations when they purchase stocks.</li> <li>• Identify why companies issue stock.</li> <li>• Explain how stocks can increase and decrease in value.</li> <li>• Identify the steps in the process for buying and selling stocks on the stock market.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p>PFL.5.1 Explain reasons for saving and investing to meet goals and build wealth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 SL.9-10.1,2,3 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 SL.11-12.1-3 L.11-12.1-6</p>
<p><b>Session Two: Stock Trading</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Discuss the impact that economic events have on stock prices and supply and demand.</li> <li>• Analyze the data in a stock table.</li> <li>• Practice following the process for buying and selling stocks on the stock market.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p>PFL.5.1 Explain reasons for saving and investing to meet goals and build wealth.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4,6 SL.9-10.1-3 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4,6,7 SL.11-12.1-3 L.11-12.1-6</p>
<p><b>Session Three: Exploring Dividends</b></p> <p>Students analyze today’s stock market and explore the concept of dividends. Students analyze their fictitious stock portfolio and calculate their dividend payments.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Analyze how current events are affecting stock prices.</li> <li>• Demonstrate an understanding of how cash dividends are earned and calculated.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 SL.9-10.1-2 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 SL.11-12.1 L.11-12.1-6</p>

# JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<ul style="list-style-type: none"> <li>Evaluate the success of a fictitious stock portfolio in relation to market events.</li> </ul>	<p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>		
<p><b>Session Four: Best-in-Class Competition</b></p> <p>Students put their new stock market knowledge and skills into practice as they compete to win an in-class competition. This session is designed to be flexible based on students’ grade level and experience, plus the online stock market simulation tool selected by local JA Areas.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Implement knowledge of how to buy and sell stocks.</li> <li>Apply knowledge of how current events can impact stock prices.</li> <li>Evaluate the possible trade-off for each stock decision, prior to committing to the decision.</li> <li>Communicate and collaborate effectively within a team to successfully implement game strategies</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4,6 SL.9-10.1,2,3 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4,6 SL.11-12.1-3 L.11-12.1-6</p>
<p><b>Session Five: Planning for the Future</b></p> <p>Students reflect on the experience of participating in the in-class competition and/or the JA Stock Market Challenge event and connect the simulations to the real world. They conclude the program by developing their own.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast real vs. simulated stock markets</li> <li>Identify various asset classes and assess the risks of each</li> <li>Develop a personal financial plan</li> <li>Reflect on your learning and growth throughout the program</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.2,4,5,6 SL.9-10.1,2,4 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 SL.11-12.1,2,3,4 L.11-12.1-6</p>

# JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Analyzing Initial Public Offerings (IPOs)</b></p> <p>Students learn some of the factors that investors consider when selecting an IPO for investment.</p> <p><b>Students will:</b></p> <p>Identify the factors to consider when deciding whether to invest in an IPO</p>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6,7 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 W.11-12.4,6,7. L.11-12.1-6</p>
<p><b>Comparing Investment Channels</b></p> <p>Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method.</p> <p><b>Students will:</b></p> <p>Compare the advantages and disadvantages of buying and selling investments through various channels.</p>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,4 W.9-10.4,6 L.9-10.3-6</p> <p><b>Grades 11-12</b> RI.11-12.1,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>Data Gathering</b></p> <p>Students learn where investors can find detailed information about companies and how to evaluate each source of information.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify what resources investors use to make informed investment decisions.</li> <li>Express why investors research companies before making investment decisions.</li> </ul>	<p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>Diversification and Risk</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify different levels of risk tolerance.</li> <li>Express how and why investors use diversification to minimize risk.</li> </ul>	<p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p>

# JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Evaluating Your Financial Plan</b></p> <p>Students learn how to review their financial plans and select investments that meet stated goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and evaluate their financial plans.</li> <li>Select possible investments that meet the goals of the financial plan.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.2,4,6,7 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.2,4,6 L.11-12.1,2,4,6</p>
<p><b>Factors That Influence Stock Prices</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain how supply and demand govern the price of a stock when it is traded on a stock market.</li> <li>Describe the factors that can influence stock price.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 L.11-12.1,2,4,6</p>
<p><b>Financial Watchdogs</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the protections provided to investors by market regulatory agencies that oversee financial markets, products, and professionals.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 SL.9-10.2,4 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4,7 SL.11-12.2,4 L.11-12.1,2,4,6</p>

# JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Investing for the Long Term</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the value of and benefits associated with long-term investments.</li> <li>Express the risks associated with day trading and short-term investments.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.6.1</b> Describe the necessity of accumulating financial resources needed for specific retirement goals, activities and lifestyles, based on life expectancy.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>My Stock Portfolio</b></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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply research-based investment decisions.</li> <li>Practice following the process for buying and selling stocks.</li> </ul>	<p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.6-9 L.9-10.1,2,3,4,6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 W.11-12.6-9 L.11-12.1,2,3,4,6</p>
<p><b>Preparing for the JA Stock Market Challenge</b></p> <p>Students learn about the JA Stock Market Challenge and review the big ideas about stocks and the stock market.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review the big ideas about investing, specifically stocks and stock trading.</li> <li>Prepare for the JA Stock Market Challenge.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4,7 SL.9-10.2,4 L.9-10.1,2,3,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4,7 SL.11-12.2,4 L.11-12.1,2,4,6</p>



# JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Private vs. Public Companies</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the differences between private and public companies as they relate to company ownership.</li> <li>• Explain why a company would remain private or go public.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>Setting Stock Prices &amp; Trading Stock</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify how a stock’s price is set during a company’s initial public offering.</li> <li>• Identify the steps in the process for buying and selling stocks on a stock exchange.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 L.11-12.1,2,4,6</p>
<p><b>Smart Investing</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize basic principles of investing in stocks.</li> <li>• List strategies for smart investing.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 SL.9-10.2,3 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 SL.11-12.2,3 L.11-12.1,2,4,6</p>

# JA Take Stock in Your Future

Session Descriptions	Social Studies Standards	Personal Financial Literacy	Common Core ELA
<p><b>Taxes and the Stock Market</b></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><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Examine how short- and long-term capital gains are taxed.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.4.2</b> Explain how people’s own self-interest, incentives, and disincentives influence market decisions.</p>	<p><b>PFL.2.1</b> Identify and explain types of taxes and explain the reasons for taxation at the local, state, and federal levels.</p> <p><b>PFL.2.2</b> Explain how taxes, employee benefits, and payroll deductions affect income.</p> <p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>The Animals of the Stock Market</b></p> <p>Students learn terms and jargon commonly used by investors when talking about investing and the stock market.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express terms that describe people, events, and situations linked to investing</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>

# JA Titan

Session Descriptions	Social Studies Standards	Personal Financial Literacy and Employability Skills	Common Core ELA	Common Core Math
<p><b>Session One: How Much? How Many?</b></p> <p>Students explore how price and production can affect business performance.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain how product price makes an impact on profits</li> <li>• Describe how production can affect price, sales, and profit</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>PFL.1.1</b> Using decision-making models, evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/ certification, needs versus wants, and the ability to live on less than you earn).</p> <p><b>Employability Skills</b></p> <p>Applied Academics</p> <ul style="list-style-type: none"> <li>• Applies relevant academic knowledge and skills to complete workplace tasks.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2,4,8 SL.9-10.1-4 SL.9-10.6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 W.11-12.2,4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>NA</p>
<p><b>Session Two: How Much? How Many? –The Simulation</b></p> <p>Students make decisions about price and production levels using the <i>JA Titan</i> computer simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Make informed business price and production decisions</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>Employability Skills</b></p> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Outlines steps or approaches to achieve goal(s).</li> </ul> <p>Technology Use</p> <ul style="list-style-type: none"> <li>• Uses industry specific technology to complete tasks.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.4 W.9-10.2 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6 L.9-10.4 L.9-10.6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 SL.11-12.1,2,3,4,6 L.11-12.1,2,6 L.11-12.6</p>	<p><b>Statistics and Probability</b></p> <p>CC.2.4. HS.B. CC.2.4. HS.B.3 CC.2.4. HS.B.5</p>

# JA Titan

Session Descriptions	Social Studies Standards	Other Standards	Common Core ELA	Common Core Math
<p><b>Session Three: Cutting Edge</b></p> <p>Students design a marketing plan.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explore why a business conducts research and development</li> <li>Explain how businesses determine their target markets and conduct market research</li> <li>Explain how marketing affects sales</li> <li>Identify key marketing strategies</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>Employability Skills</b></p> <p>Resource Management</p> <ul style="list-style-type: none"> <li>Manages own time appropriately.</li> <li>Assigns staff roles or tasks based on strengths.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>Prioritizes information.</li> <li>Communicates information to colleagues or clients.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.2,7 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI-11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p>	NA
<p><b>Session Four: Cutting Edge–The Simulation</b></p> <p>Students make decisions about price, production, and research and development using the <i>JA Titan</i> computer simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Make informed research and development and marketing decisions</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>Employability Skills</b></p> <p>Technology Use</p> <ul style="list-style-type: none"> <li>Uses industry specific technology to complete tasks.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>Prioritizes information.</li> <li>Communicates information to colleagues or clients.</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.2,7 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI-11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p>	<p><b>Statistics &amp; Probability</b> S-IC S-IC.1 S-IC.6</p> <p><b>Mathematical Practices</b> 1-8</p>

# JA Titan

Session Descriptions	Social Studies Standards	Other Standards	Common Core ELA	Common Core Math
<p><b>Session Five: Make an Investment</b></p> <p>Students solicit capital investment.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Discuss reasons that businesses use different capital investment strategies</li> <li>• Make recommendations for capital investment based on set parameters</li> <li>• Define charitable giving and explain why businesses make decisions to share their resources</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p> <p><b>PFL.14.1</b> Identify types of charitable giving (e.g., monetary gifts, gifts-in-kind, and volunteer service).</p> <p><b>PFL.14.2</b> Describe the impact of charitable giving on the entity receiving the gift, the individual giving the gift (e.g., budget, time, personal satisfaction, and tax benefits) and the community at large.</p> <p><b>PFL.14.3</b> Identify tools to research a charitable organization’s mission/purpose, activities, and recipients.</p>	<p><b>Grades 9-10</b>            RI.9-10.2            SL.9-10.1-4            L.9-10.1-2</p> <p><b>Grades 11-12</b>            RI-11-12.2            SL.11-12.1-4            L.11-12.1-4</p>	<p>NA</p>

# JA Titan

Session Descriptions	Social Studies Standards	Other Standards	Common Core ELA	Common Core Math
<p><b>Session Six: Make an Investment–The Simulation</b></p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the <i>JA Titan</i> computer simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Make business decisions by applying their knowledge to a business simulation</li> <li>• Use what they have learned about price, production, research and development, marketing, capital investment, and charitable giving to make business decisions using the <i>JA Titan</i> computer simulation</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p> <p><b>Employability Skills</b></p> <p>Technology Use</p> <ul style="list-style-type: none"> <li>• Uses industry specific technology to complete tasks.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Prioritizes information.</li> <li>• Communicates information to colleagues or clients.</li> </ul>	<p><b>Grades 9-10</b>            RI.9-10.2,4            W.9-10.2,7            SL.9-10.1,2,3,4,6            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            RI.11-12.2 ,4            W.11-12.2,4,7,8            SL.11-12.1,2,3,4,6            L.11-12.1,2,3,4,6</p>	<p><b>Statistics and Probability</b>            CC.2.4.HS.B.            CC.2.4.HS.B.3            CC.2.4.HS.B.5</p>

# JA Titan

Session Descriptions	Social Studies Standards	Other Standards	Common Core ELA	Common Core Math
<p><b>Session Seven: JA Titan of Industry – The Competition</b></p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the <i>JA Titan</i> computer simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how business decisions affect business performance</li> <li>• React appropriately to decisions made by other businesses</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>PFL.5.2</b> Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, interest rates, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.</p> <p><b>Employability Skills</b></p> <p>Technology Use</p> <ul style="list-style-type: none"> <li>• Uses industry specific technology to complete tasks.</li> </ul> <p>Information Use</p> <ul style="list-style-type: none"> <li>• Prioritizes information.</li> <li>• Communicates information to colleagues or clients.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Outlines steps or approaches to achieve goal(s).</li> </ul>	<p><b>Grades 9-10</b>            RI.9-10.2,4            W.9-10.2,7            SL.9-10.1,2,3,4,6            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            RI-11-12.2 ,4            W.11-12.2,4,7,8            SL.11-12.1,2,3,4,6            L.11-12.1,2,3,4,6</p>	<p><b>Statistics and Probability</b>            CC.2.4.HS.B.            CC.2.4.HS.B.3            CC.2.4.HS.B.5</p>

# JA Titan Blended Model

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Tutorial: Getting Ready for Business*</b></p> <p>Students are guided through an interactive tour of the JA Titan simulation. They learn about the program’s goals and key terms used in the simulation, and how to play JA Titan.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize and correctly express the program’s key terms.</li> <li>Predict and identify various business trade-offs based on business decisions.</li> <li>Apply business decisions that indicate an understanding of the importance of profit to the success of a business.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.4,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.2,3,4,7 W.11-12.4,8 SL.11-12.1,2,4,6 L.11-12.1,2,4,6</p>	<p>NA</p>
<p><b>Competition Prep: Freestyle Exploration</b></p> <p>Students jump straight into playing the JA Titan simulation. There is no teacher or volunteer led guidance or focus on a business concept. Instead, students learn solely by playing, using the Student Quick Start Guide and Student Activity Sheet.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply the profit equation: profit equals total revenue minus total costs.</li> <li>Apply the concept of pricing based on costs, productivity, and profit.</li> <li>Demonstrate an understanding that companies are constrained by limited resources.</li> <li>Evaluate the possible trade-offs for each business decision before committing to the decision.</li> <li>Use a budget as a strategy to monitor income, expenses, and other financial records.</li> <li>Identify potential customers and their preferred phone features to increase profitability.</li> <li>Identify a new phone feature to be developed to potentially increase profits.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.4,8 SL.9-10.1,2 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.3,7 W.11-12.4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p>	<p><b>Math HS</b></p> <p>1, 2, 4, 5, 6, 7, 8</p>



# JA Titan Blended Model

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Competition Prep: How to Play JA Titan</b></p> <p>Students learn key terms and concepts for the simulation: budget, cash-on-hand, CEO, expenses, income statement, price, and production.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express and use the program’s key terms.</li> <li>Use a budget as a strategy to monitor income, expenses, and other financial records.</li> <li>Demonstrate an understanding that businesses are constrained by limited resources.</li> <li>Express the importance of profit to the success of a business.</li> <li>Practice using the features and functionality of the simulation interface.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Grades 9-10</b> RI.9-10.4 SL.9-10.1-2 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI-11-12.3,4 W.11-12.4,8 SL.11-12.1 L.11-12.1,2,3,4,6</p>	<p><b>Common Core HS Math</b> 1.2.4.5.6.7</p>
<p><b>Competition Prep: Exploring Production</b></p> <p>Students focus on the interconnected aspects of profit, price, cost, and production.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the profit equation.</li> <li>Describe how price is determined by cost plus markup. Express the importance of profit to the success of a business.</li> <li>Practice using the features and functionality of the simulation interface.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4,8 W.9-10.4,8 SL.9-10.1,2,3,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI-11-12.2,3,4,7 SL.11-12.1,2,3,6 L.11-12.1,2,4,6</p>	<p><b>Statistics &amp; Probability</b> CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5</p> <p><b>Mathematical Practices</b> 1-8</p>
<p><b>Competition Prep: Examining R&amp;D and Marketing</b></p> <p>Students focus on the impact R&amp;D and marketing can have on the product and the profits.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe why R&amp;D and marketing expenses are investments.</li> <li>Express how R&amp;D and marketing decisions support the success of a company.</li> <li>Practice using the features and functionality of the simulation interface.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and</p>	<p><b>Grades 9-10</b> RI.9-10.2,4,8 W.9-10.4 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI-11-12.2,3,4,7 W.11-12.4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,4,6</p>	<p><b>Mathematical Practices</b> 1-8</p>

# JA Titan Blended Model

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
	non-price factors affect the demand and supply of goods and services available in the marketplace.		
<p><b>Competition Prep: Considering Economic Factors</b></p> <p>Students explore economic circumstances under which they may implement different strategies in preparation of the alternative scenario games available in the simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express and use the program’s key terms.</li> <li>Express the importance of profit to a business’s success.</li> <li>Evaluate and select the optimal business-based choices using the resources available.</li> <li>Recognize that shocks to demand or supply affect business management decisions.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 SL.9-10.2 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.2,3,4,7 SL.11-12.1,2,3,4,6 L.11-12.1-3</p>	<p><b>Mathematical Practices</b></p> <p>1-8</p>
<p><b>Competition Prep: Presenting the JA Titan of Business Competition</b></p> <p>In this game-based session, students compete as businesses to see which will be crowned the JA Titan of Industry.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the importance of profit to the success of a business.</li> <li>Apply the profit equation: profit equals total revenue minus total costs.</li> <li>Demonstrate an understanding that companies are constrained by limited resources.</li> <li>Evaluate the possible trade-offs for each business decision before committing to the decision.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 SL.9-10.2 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.2,3,4,7 SL.11-12.1,2,3,4,6 L.11-12.1-3</p>	<p><b>Mathematical Practices</b></p> <p>1-8</p>

# JA Titan Blended Model

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<ul style="list-style-type: none"> <li>• Use a budget as a strategy to monitor income, expenses, and other financial records.</li> <li>• Identify potential customers and their preferred phone features to increase profitability.</li> <li>• Identify a new phone feature to be developed to potentially increase profits. Additionally, depending on the simulation settings selected, students may:</li> <li>• Apply debt financing for profitability.</li> <li>• Express the benefits to a business of making intentional, positive CSR decisions for the business, its employees, and the community.</li> </ul>			
<p><b>Deep Dive: Research &amp; Development*</b></p> <p>This session provides a deeper exploration and study of R&amp;D concepts.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Express the importance of R&amp;D to the continued profitability of a business.</li> <li>• Identify a new feature to be developed for a smartphone that would potentially increase profits and practice working through the product design phase.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>Grades 9-10</b>            RI.9-10.2,4,8            W.9-10.2,4,8            SL.9-10.1,2,3,4,6            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            RI.11-12.2,3,4,7            W.11-12.2,4,8            SL.11-12.1,2,3,4,6            L.11-12.1,2,3,6</p>	<p><b>Mathematical Practices</b>            1-8</p>
<p><b>Deep Dive: Marketing*</b></p> <p>This session provides a deeper exploration and study of marketing concepts.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Express the importance of marketing as an investment in the continued profitability of a business.</li> <li>• Apply the Four Ps of Marketing (product, place, price, and promotion) to a marketing plan to potentially increase a company's profits.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Grades 9-10</b>            RI.9-10.2,4,8            W.9-10.2,4,8            SL.9-10.1,2,3,4,6            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            RI.11-12.2,3,4,7            W.11-12.2,4,8            SL.11-12.1,2,3,4,6            L.11-12.1,2,3,6</p>	<p><b>Mathematical Practices</b>            1-8</p>

# JA Titan Blended Model

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p><b>Deep Dive: Corporate Social Responsibility*</b></p> <p>In this session, students analyze how a company can be a good community partner and socially responsible, culminating in a case study to explore how investing in CSR and being a good corporate citizen can impact a business and its many stakeholders.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express how a business, its employees, and the community all benefit when the business makes intentional, positive CSR decisions.</li> <li>Resolve an ethical business dilemma between a business’s responsibilities of profit versus its responsibilities to various stakeholders, including employees, customers, and the community.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p> <p><b>E.3.1</b> Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>	<p><b>Grades 9-10</b>            RI.9-10.2,4,8            W.9-10.2,4,7,8            SL.9-10.1,2,3,4,6            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            RI.11-12.2,3,4,7            W.11-12.2,4,8            SL.11-12.1,2,3,4,6            L.11-12.1,2,3,6</p>	<p>NA</p>
<p><b>Deep Dive: Daily Business Operations Speaker Session*</b></p> <p>In this volunteer-led session, a volunteer presents how his/her own business knowledge applies and relates to the business concepts in the simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize real-world applications of the terms and concepts from the game through a volunteer guest speaker presentation.</li> </ul>	<p><b>E.1.2</b> Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p> <p><b>E.1.3</b> Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>	<p><b>Grades 9-10</b>            SL.9-10.1-3            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            SL.11-12.1-3            L.11-12.1,2,3,6</p>	<p>NA</p>