

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

INSPIRING  
TOMORROWS

TM



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[Indiana Academic Standards for English/Language Arts](#)

[Indiana Academic Standards for Mathematics](#)

[Indiana Social Studies Standards](#)

[Indiana Preparing for College and Questions Standards](#)

[Indiana Economics Standards](#)

[Indiana Employability Skills](#)

[Indiana Financial Literacy Standards](#)

[Indiana Academic Standards History/Social Studies Literacy](#)

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# Overview

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

In this document, Junior Achievement programs are correlated to Indiana Academic Standards for Social Studies and Literacy in Social Studies and History (Literacy in SS), the 2023 Economics Standards, Indiana Financial Literacy and Indiana 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.

## JA High School Classroom Learning Experiences

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

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

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

[JA Personal Finance® 2.0](#) allows students to experience the interrelationship between today's financial decisions and future financial freedom.

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

[JA Titan®](#) 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

All About Cars Session Description	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Math and Literacy in Social Studies Standards
<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>Financial Literacy</b></p> <p><b>4540.D1.3</b> Analyze financial information from a variety of reliable and questionable sources.</p> <p>a. Analyze financial information for objectivity, accuracy, relevancy to given needs, and currency.</p> <p>b. Investigate current types of consumer fraud, including online scam.</p> <p><b>4540.D1.5</b> Make financial decisions by systematically considering alternatives and consequences.</p> <p>a. Set measurable short-term, medium-term, and long-term financial goals.</p> <p>b. Evaluate the results of financial decisions</p> <p>c. Apply systematic decision making to long-term goals.</p> <p><b>4540.D4.2</b> Analyze the costs and benefits of using various types of credit such as student loans, home and automotive loans, and credit cards.</p> <p>a. Evaluate the cost of borrowing a set amount of money using various types of credit.</p> <p>b. Explain how grace periods, methods of calculating interest, and fees affect borrowing costs.</p> <p>c. Apply systematic decision making to identify the most cost-effective option for making a purchase.</p>	<p><b>Employability</b></p> <p><b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.</p> <p><b>11-12.LS.2</b> Apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.</p> <p><b>11-12.LS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives.</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.1 9-10.RC.2 9-10.RC.3 9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.13 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11–12</b></p> <p>11-12.RC.5 11-12.RC.7 11-12.RC.11 11-12.RC.14 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

# JA Be Entrepreneurial Creative Problem Solving

<b>JA Be Entrepreneurial Session Description</b>	<b>Social Studies, Financial Literacy, and Economics Standards</b>	<b>Employability Skills and Preparing for College &amp; Questions Standards</b>	<b>ELA and Literacy in Social Studies Standards</b>
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b>            9-10.LH.5.2: Write informative texts, including analyses of historical events.            9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Employability</b>  <b>9-10.SE.5</b> Able to show care for people like them and people different from them.  <b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.  <b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.  <b>11-12.M.2</b> Demonstrate ability to find alternate strategies to overcome barriers and mistakes when completing projects or activities.  <b>11-12.SE.3</b> Demonstrate a strong understanding of how other people might feel about an experience or situation.</p>	<p><b>Grades 9–10</b>            9-10.RC.1            9-10.RC.2            9-10.RC.4            9-10.RC.7            9-10.W.4            9-10.W.5            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6            9-10.CC.7</p> <p><b>Grades 11–12</b>            11-12.RC.5            11-12.RC.7            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6            11-12.CC.7</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> </ul>	<p><b>Economics</b>  <b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</p> <p><b>Literacy in SS</b>            9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating</p>	<p><b>Employability</b>  <b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.  <b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.  <b>11-12.LS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives.</p>	<p><b>Grades 9–10</b>            9-10.RC.1            9-10.RC.2            9-10.RC.4            9-10.RC.5            9-10.RC.6            9-10.RC.7            9-10.W.4            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6            9-10.CC.7</p> <p><b>Grades 11–12</b>            11-12.RC.2            11-12.RC.8            11-12.RC.11            11-12.RC.14</p>

# JA Be Entrepreneurial Creative Problem Solving

JA Be Entrepreneurial Session Description	Social Studies, Financial Literacy, and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Literacy in Social Studies Standards
<ul style="list-style-type: none"> <li>Apply ideation methods by brainstorming ideas in a fast-paced activity.</li> </ul>	<p>understanding of the subject under investigation.</p>		<p>11-12.W.1 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.6</p>
<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>Economics</b> <b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain</p> <p><b>Literacy in SS</b> 9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p> <p>9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</p>	<p><b>Employability</b> <b>9-10.LS.3</b> Create presentation media for a variety of audiences.</p> <p><b>11-12.LS.14</b> Enhance creative thinking by integrating personal ideas from others.</p>	<p><b>Grades 9–10</b> 9-10.RC.4 9-10.W.4 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11–12</b> 11-12.RC.8 11-12.RC.11 11-12.RC.14 11-12.W.1 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.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>Economics</b> <b>E.2.2</b> Recognize that consumers ultimately determine what is produced in a market economy.</p> <p><b>Literacy in SS</b> 9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p> <p>9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of</p>	<p><b>Employability</b> <b>9-10.WE.5</b> Able to exercise flexibility in responding to change.</p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p> <p><b>11-12.SE.3</b> Demonstrate a strong understanding of how other people might feel about an experience or situation.</p> <p><b>9-10.WE.2</b> Complete tasks or activities with no prompting and minimal guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with no prompting and</p>	<p><b>Grades 9–10</b> 9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.13 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11–12</b> 11-12.RC.8</p>

# JA Be Entrepreneurial Creative Problem Solving

JA Be Entrepreneurial Session Description	Social Studies, Financial Literacy, and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Literacy in Social Studies Standards
	technology's capacity to link to other information and to display information flexibly and dynamically	minimal guidance.	11-12.RC.11 11-12.RC.14 11-12.W.1 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7
<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>Financial Literacy 4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b> 9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p> <p>9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p>	<p><b>Employability 9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p>	<p><b>Grades 9–10</b> 9-10.RC.1 9-10.RC.2 9-10.RC.3 9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.13 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11–12</b> 11-12.RC.8 11-12.RC.11 11-12.RC.14 11-12.W.1 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.6 11-12.CC.7</p>



# JA Be Entrepreneurial Think Like an Entrepreneur

JA Think Like and Entrepreneur Session Description	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Literacy in Social Studies Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Economics</b>  <b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b>  <b>11-12.M.1</b> Engage in a continuous learning process related to career goals while actively seeking out and participating in a work-, service-, or project-based learning experiences.</p> <p><b>11-12.LS.4</b> Evaluate how personal attitudes and values integrate into career choices.</p>	<p><b>Grades 9–10</b>            9-10.RC.1            9-10.RC.2            9-10.RC.9            9-10.RC.11            9-10.RC.12            9-10.RC.13            9-10.W.4            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11–12</b>            11-12.RC.8            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.4            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4</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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Economics</b>  <b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b>  <b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p> <p><b>11-12.WE.4</b> Demonstrate perseverance through work-, service-, or project-based learning experiences.</p>	<p><b>Grades 9–10</b>            9-10.RC.1            9-10.RC.2            9-10.RC.4            9-10.RC.7            9-10.RC.9            9-10.RC.11            9-10.RC.12            9-10.RC.13            9-10.W.5            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11–12</b>            11-12.RC.8            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.1            11-12.W.4            11-12.W.5</p>



# JA Be Entrepreneurial Think Like an Entrepreneur

JA Think Like and Entrepreneur Session Description	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Literacy in Social Studies Standards
	9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.		11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4
<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>Economics</b></p> <p><b>E.1.1</b> Define and identify each of the productive resources (i.e., natural, human, capital) and explain why each is necessary for the production of goods and services. (E)</p> <p><b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>11-12.M.3</b> Demonstrate confidence by taking risks to introduce new ideas or processes for work.</p> <p><b>PCCS</b></p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways</p> <p><b>2.3</b> Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change</p> <p><b>2.4</b> Use appropriate technology and resources to research and organize information about careers</p> <p><b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.1 9-10.RC.2 9-10.RC.4 9-10.RC.7 9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.13 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11–12</b></p> <p>11-12.RC.8 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.1 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.6 11-12.CC.7</p>

# JA Be Entrepreneurial Rapid Business Planning

JA Rapid Business Planning Session Description	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies and Math Standards
<p><b>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.</li> <li>Identify the solution that answers the problem statement.</li> </ul>	<p><b>Economics</b></p> <p><b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>E.2.2</b> Recognize that consumers ultimately determine what is produced in a market economy</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>11-12.LS.1</b> Write a well-organized document using supporting data to clarify complex ideas, raise relevant questions, or solve problems using varied media formats.</p> <p><b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.4 9-10.RC.7 9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.13 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11–12</b></p> <p>11-12.RC.8 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.1 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.6 11-12.CC.7</p>
<p><b>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 by applying information to the Problem, Customer Segments, Solution, and Channels sections of the Lean Canvas.</li> </ul>	<p><b>Economics</b></p> <p><b>E.2.2</b> Recognize that consumers ultimately determine what is produced in a market economy.</p>	<p><b>Employability</b></p> <p><b>9-10.SE.3</b> Able to listen to others' ideas and respect different ways of being and doing.</p> <p><b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.</p> <p><b>11-12.SE.3</b> Demonstrate a strong understanding of how other people might feel about an experience or situation.</p> <p><b>11-12.SE.6</b> Find constructive solutions and work toward compromise.</p> <p><b>PCCS</b></p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.13 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11–12</b></p> <p>11-12.RC.8 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.1 11-12.W.4</p>

# JA Be Entrepreneurial Rapid Business Planning

JA Rapid Business Planning Session Description	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies and Math Standards
		and career settings	11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.6 11-12.CC.7
<p><b>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><b>Economics</b></p> <p><b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>E.1.9</b> Illustrate how investment in physical and human capital can raise productivity and future standards of living. (E)</p> <p><b>Financial Literacy</b></p> <p><b>4540.D1.5</b> Make financial decisions by systematically considering alternatives and consequences.</p> <p>a. Set measurable short-term, medium-term, and long-term financial goals.</p> <p>b. Evaluate the results of financial decisions</p> <p>c. Apply systematic decision making to long-term goals.</p> <p><b>4540.D3.2</b> Develop a personal financial plan to demonstrate the ability to use money management skills and strategies.</p> <p>a. Create a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses.</p> <p>b. Analyze and adjust budget categories to manage spending and achieve financial goals.</p> <p>c. Develop a personal financial plan that shows allocation of income, spending, saving, investing and sharing/giving over a year-long time span.</p> <p>d. Analyze a plan to secure funding for a financial goal.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p> <p><b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p> <p><b>11-12.LS.12</b> Complete activities and assignments thoroughly and accurately.</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.7 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11–12</b></p> <p>11-12.RC.8 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.1 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.6 11-12.CC.7</p>

# JA Be Entrepreneurial Rapid Business Planning

JA Rapid Business Planning Session Description	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies and Math Standards
<p><b>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>Economics</b></p> <p><b>E.1.2</b> Identify incentives and explain how they influence economic behavior and decision-making.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b></p> <p><b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.</p> <p><b>11-12.SE.3</b> Demonstrate a strong understanding of how other people might feel about an experience or situation.</p> <p><b>11-12.SE.4</b> Feel empowered to advocate on behalf of themselves and others.</p> <p><b>11-12.SE.5</b> Recognize the importance of diverse perspectives within communication and seek understanding.</p> <p><b>PCCS</b></p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.7 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11–12</b></p> <p>11-12.RC.2 11-12.RC.11 11-12.RC.12 11-12.W.4 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p>
<p><b>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>Economics</b></p> <p><b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>E.2.2</b> Recognize that consumers ultimately determine what is produced in a market economy.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.5</b> Able to exercise flexibility in responding to change.</p> <p><b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.</p> <p><b>9-10.LS.9</b> Complete activities and assignments thoroughly and accurately.</p> <p><b>9-10.SE.3</b> Able to listen to others’ ideas and respect different ways of being and doing.</p> <p><b>11-12.LS.1</b> Write a well-organized document using supporting data to clarify complex ideas, raise relevant questions, or solve problems using varied media formats.</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.7 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11–12</b></p> <p>11-12.RC.2 11-12.RC.11 11-12.RC.12 11-12.W.4 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p>

# JA Be Entrepreneurial Rapid Business Planning

JA Rapid Business Planning Session Description	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies and Math Standards
			<p><b>PS.5:</b> Use appropriate tools strategically.</p> <p><b>PS.6:</b> Attend to precision.</p>
<p><b>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> <ul style="list-style-type: none"> <li>Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea</li> </ul>	<p><b>Economics</b></p> <p><b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>E.2.2</b> Recognize that consumers ultimately determine what is produced in a market economy.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b></p> <p><b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.</p> <p><b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>9-10.LS.3</b> Create presentation media for a variety of audiences.</p>	<p><b>Grades 9–10</b></p> <p>9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11–12</b></p> <p>11-12.RC.2 11-12.RC.11 11-12.RC.12 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p>

# JA Career Exploration Fair High School

JA Career Exploration Session Description	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Literacy in Social Studies Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b>  <b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p> <p><b>11-12.M.1</b> Engage in a continuous learning process related to career goals while actively seeking out and participating in a work-, service-, or project-based learning experiences.</p> <p><b>PCCS</b>  <b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways</p> <p><b>2.4</b> Use appropriate technology and resources to research and organize information</p>	<p><b>Grades 9-10</b>            9-10.RC.9            9-10.RC.11            9-10.RC.12            9-10.RC.13            9-10.W.5            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.2            11-12.RC.11            11-12.RC.12            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.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>Financial Literacy</b>  <b>4540.D2.1</b> Students analyze how education, income, career and life choices relate to achieving financial goals.</p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b>  <b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations.</p> <p><b>11-12.WE.1</b> Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.</p> <p><b>11-12.LS.2</b> Apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.</p>	<p><b>Grades 9-10</b>            9-10.RC.9            9-10.RC.11            9-10.RC.12            9-10.RC.13            9-10.W.5            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.2            11-12.RC.11            11-12.RC.12            11-12.W.2            11-12.W.4            11-12.W.5</p>



# JA Career Exploration Fair High School

JA Career Exploration Session Description	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Literacy in Social Studies Standards
	<p><b>Economics</b>  <b>E.1.9</b> Illustrate how investment in physical and human capital can raise productivity and future standards of living</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.            9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>PCCS</b>  <b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways</p> <p><b>2.3</b> Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change</p> <p><b>2.4</b> Use appropriate technology and resources to research and organize information</p> <p><b>3.1</b> Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four-year college programs</p>	11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>4540.D1.5</b> Make financial decisions by systematically considering alternatives and consequences.            a. Set measurable short-term,</p>	<p><b>Employability</b>  <b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.</p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>PCCS</b>  <b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.W.4</p> <p><b>Grades 11-12</b>            11-12.RC.2            11-12.RC.11            11-12.RC.12            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4</p>

# JA Career Exploration Fair High School

JA Career Exploration Session Description	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Literacy in Social Studies Standards
	<p>medium-term, and long-term financial goals.</p> <p>b. Evaluate the results of financial decisions</p> <p>c. Apply systematic decision making to long-term goals.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.            9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways</p> <p><b>2.3</b> Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change</p> <p><b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p>	

# JA Career Speaker Series

JA Career Speaker Series Session Descriptions	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b></p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>11-12.LS.4</b> Evaluate how personal attitudes and values integrate into career choices.</p> <p><b>9-10.LS.5</b> Able to acquire knowledge of various career clusters through exploration (field trips, jobsite tours, job shadows, mentors, etc.).</p> <p><b>PCCS</b></p> <p><b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.1 9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.13 9-10.W.4 9-10.W.5 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.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>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations</p> <p><b>11-12.WE.1</b> Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.</p> <p><b>11-12.LS.7</b> Understand the importance of networking for enhancing achievement of education and career goals.</p> <p><b>PCCS</b></p> <p><b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.1. 9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.23 9-10.W.4 9-10.W.5 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>

# JA Career Speaker Series

JA Career Speaker Series Session Descriptions	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.5</b> Able to acquire knowledge of various career clusters through exploration (field trips, jobsite tours, job shadows, mentors, etc.).</p> <p><b>11-12.LS.11</b> Participate in coursework, activities, jobs, and diverse experiences that directly contribute to attainment of career goals.</p> <p><b>PCCS</b></p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.1. 9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.23 9-10.W.4 9-10.W.5 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>

# JA Career Success Blended

JA Career Success Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies, and Math Standards
<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><b>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b>            9-10.LH.3.2: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.            9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: charts, research data) with qualitative analysis in print or digital text</p>	<p><b>Employability</b>  <b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.  <b>9-10.WE.1</b> Demonstrate control over self while considering the future impact of choices.  <b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.  <b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations (i.e., attire, handshake, eye contact, communication, etc.).  <b>11-12.WE.1</b> Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.  <b>11-12.WE.8</b> Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment</p> <p><b>PCCS</b>  <b>1.3</b> Determine personal priorities and goals for life and career.  <b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.W.2            9-10.W.4            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5</p> <p><b>Grades 11-12</b>            11-12.RC.2            11-12.RC.5            11-12.RC.4            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p> <p><b>Mathematics Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.6:</b> Attend to precision.</p>

# JA Career Success Blended

JA Career Success Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies, and Math Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b>            9-10.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.            9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Employability</b>  <b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.  <b>9-10.LS.3</b> Create presentation media for a variety of audiences.  <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.  <b>9-10.LS.9</b> Complete activities and assignments thoroughly and accurately.  <b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.  <b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.  <b>11-12.LS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives,</p> <p><b>PCCS</b>  <b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.W.1            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.6            9-10.CC.7</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p>
<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>Literacy in SS</b>            11-12.LH.6.1: Plan and develop... focusing on addressing what is most significant for a specific purpose and audience;            11-12.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Employability</b>  <b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.  <b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.  <b>9-10.SE.3</b> Able to listen to others' ideas and respect different ways of being and doing.  <b>11-12.WE.1</b> Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.  <b>11-12.SE.5</b> Recognize the importance of diverse perspectives within communication and seek understanding.  <b>11-12.SE.6</b> Find constructive solutions and work toward compromise.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.W.4            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p>



# JA Career Success Blended

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<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>Literacy in SS</b> 11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>Employability</b> <b>9-10.SE.3</b> Able to listen to others' ideas and respect different ways of being and doing.</p> <p><b>9-10.SE.7</b> Able to approach conflict in a collaborative manner and work toward solutions using a strength-based lens that respects individual or cultural differences.</p> <p><b>11-12.IS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives.</p> <p><b>11-12.SE.5</b> Recognize the importance of diverse perspectives within communication and seek understanding.</p> <p><b>PCCS</b> <b>6.3</b> Interact effectively with others in a respectable, professional manner</p> <p><b>6.5 Leadership &amp; Responsibility</b></p> <ul style="list-style-type: none"> <li>• Use interpersonal and problem-solving skills to influence and guide others toward a goal</li> <li>• Inspire others to reach their very best via example and selflessness</li> <li>• Demonstrate integrity and ethical behavior in using influence and power</li> <li>• Receive and give constructive criticism</li> <li>• Act responsibly with the interests of the larger community in mind</li> </ul> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>
<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>Literacy in SS</b> 9-10.LH.5.1: Write arguments focused on discipline-specific content. 9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p>	<p><b>Employability</b> <b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p> <p><b>9-10.SE.3</b> Able to listen to others' ideas and respect different ways of being and doing.</p> <p><b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.</p> <p><b>11-12.IS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives.</p> <p><b>11-12.SE.3</b> Demonstrate a strong understanding of how other people might feel about an experience or situation.</p> <p><b>PCCS</b> <b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.W.2 9-10.W.4 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.7</p> <p><b>Grades 11-12</b> 11-12.RC.2 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>

# JA Career Success Blended

JA Career Success Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies, and Math Standards
<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>Literacy in SS</b></p> <p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p> <p>9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p>	<p><b>Employability</b></p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p> <p><b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.1 9-10.RC.2 9-10.W.2 9-10.W.5 9-10.W.6 9-10.W.4 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>PS.6:</b> Attend to precision.</p>

# JA Career Success Blended

JA Career Success Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies, and Math Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b>            9-10.LH.4.1: Integrate quantitative or technical analysis (Examples: charts, research data) with qualitative analysis in print or digital text.            9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b></p> <p><b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.</p> <p><b>9-10.WE.1</b> Demonstrate control over self while considering the future impact of choices.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p> <p><b>11-12.WE.8</b> Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.</p> <p><b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p> <p><b>PCCS</b>  <b>1.3</b> Determine personal priorities and goals for life and career.  <b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals  <b>6.3</b> Interact effectively with others in a respectable, professional manner  <b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b>            9-10.RC.1            9-10.RC.2            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.2            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6            11-12.CC.7</p> <p><b>Mathematics Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.6:</b> Attend to precision.</p>

# JA Company Program

JA Company Program Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies, and Math Standards
<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><b>Economics</b></p> <p><b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.</p> <p><b>E.3.2</b> Identify ways firms raise financial capital.</p> <p><b>E.3.5</b> Explain how competition in markets affects price and quantity.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in Social Studies</b></p> <p>9-10.LH.3.3: Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Employability</b></p> <p><b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p> <p><b>11-12.M.1</b> Engage in a continuous learning process related to career goals while actively seeking out and participating in a work-, service-, or project-based learning experiences.</p> <p><b>11-12.WE.1</b> Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.</p> <p><b>11-12.LS.4</b> Evaluate how personal attitudes and values integrate into career choices.</p> <p><b>PCCS</b></p> <p><b>1.3</b> Determine personal priorities and goals for life and career.</p> <p><b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.8 9-10.RC.6 9-10.RC.12 9-10.RC.13 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.W.2 9-10.W.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.3:</b> Construct viable arguments and critique the reasoning of others</p> <p><b>PS.6:</b> Attend to precision.</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</li> </ul>	<p><b>Economics</b></p> <p><b>E.2.2</b> Recognize that consumers ultimately determine what is produced in a market economy.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize</p>	<p><b>Employability</b></p> <p><b>9-10.SE.5</b> Able to show care for people like them and people different from them.</p> <p><b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.2 9-10.W.2 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p>

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<p>option will lead to creative problem solving.</p> <ul style="list-style-type: none"> <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, Define, and Ideate steps in the Design Thinking model.</li> <li>Apply the Empathize, Define, and Ideate steps of the Design Thinking model to identify a customer need and some plausible solutions.</li> </ul>	<p>multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>to hypothesize results.</p> <p><b>11-12.M.2</b> Demonstrate ability to find alternate strategies to overcome barriers and mistakes when completing projects or activities.</p> <p><b>11-12.SE.3</b> Demonstrate a strong understanding of how other people might feel about an experience or situation.</p> <p><b>PCCS</b></p> <p><b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p>	<p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>
<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> <ul style="list-style-type: none"> <li><b>Students will:</b> 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> </ul>	<p><b>Economics</b></p> <p><b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services</p> <p><b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>Execute a final decision about whether to proceed with the team's chosen product/service using data-informed decision making.</li> </ul>	<p><b>Employability</b></p> <p><b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>11-12.LS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives.</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in</p>

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<ul style="list-style-type: none"> <li>Use data to make informed decisions about the direction of the business.</li> <li>Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA.</li> </ul>			solving them. <b>PS.6:</b> Attend to precision.
<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>Economics</b></p> <p><b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</p> <p><b>E.3.1</b> Explain the advantages and disadvantages of various types of firms including sole proprietorships, partnerships, and corporations.</p> <p><b>E.3.2</b> Identify ways firms raise financial capital.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b></p> <p><b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p> <p><b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>11-12.WE.4</b> Demonstrate perseverance through work-, service-, or project-based learning experiences.</p> <p><b>11-12.LS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives.</p> <p><b>PCCS</b></p> <p><b>6.3</b> Interact effectively with others in a respectable, professional manner</p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9–10</b></p> <p>9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.3:</b> Construct viable arguments and critique the reasoning of others</p> <p><b>PS.6:</b> Attend to precision.</p>



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<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>Objectives:</b></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 relates to a company venture and JA experience.</li> <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>Economics</b></p> <p><b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</p> <p><b>E.1.4</b> Identify incentives and explain how they influence economic behavior and decision-making.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>4540.D1.6</b> Demonstrate communication strategies for discussing financial issues.</p> <p>a. Compare and contrast the benefits of sharing financial goals and personal finance information with a potential partner before forming a partnership.</p> <p>b. Describe essential elements of a contract between individuals and between individuals and businesses.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.5.2: Write informative texts, including analyses of historical events.</p>	<p><b>Employability</b></p> <p><b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.</p> <p><b>9-10.</b> Complete tasks or activities with minimal prompting and guidance</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>9-10.WE.1</b> Demonstrate control over self while considering the future impact of choices.</p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>9-10.WE.6</b> Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.</p> <p><b>11-12.WE.4</b> Demonstrate perseverance through work-, service-, or project-based learning experiences.</p> <p><b>PCCS</b></p> <p><b>6.3</b> Interact effectively with others in a respectable, professional manner</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</p>

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<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>Economics</b></p> <p><b>E.1.3</b> Identify incentives and explain how they influence economic behavior and decision-making.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D3.2</b> Develop a personal financial plan to demonstrate the ability to use money management skills and strategies.</p> <p>a. Create a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses.</p> <p>b. Analyze and adjust budget categories to manage spending and achieve financial goals.</p> <p>c. Develop a personal financial plan that shows allocation of income, spending, saving, investing and sharing/giving over a year-long time span.</p> <p>d. Analyze a plan to secure funding for a financial goal (such as college, major consumer purchases, etc.).</p> <p><b>4540.D1.5</b> Make financial decisions by systematically considering alternatives and consequences.</p> <p>a. Set measurable short-term, medium-term, and long-term financial goals.</p> <p>b. Evaluate the results of financial decisions</p> <p>c. Apply systematic decision making to long-term goals.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p> <p><b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p> <p><b>11-12.LS.12</b> Complete activities and assignments thoroughly and accurately.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</p>

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<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>Literacy in SS</b> 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b> <b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p> <p><b>9-10.WE.1</b> Demonstrate control over self while considering the future impact of choices.</p> <p><b>11-12.SE.1</b> Show responsibility by acting in a professional, culturally responsive, and ethical manner.</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b> 11-12.RC.2 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5</p> <p><b>Mathematics Process Standards</b> <b>PS.2:</b> Reason abstractly and quantitatively <b>PS.6:</b> Attend to precision.</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</li> </ul>	<p><b>Economics</b> <b>E.1.3</b> Identify incentives and explain how they influence economic behavior and decision-making.</p> <p><b>E.2.2</b> Recognize that consumers ultimately determine what is produced in a market economy.</p> <p><b>E.3.5</b> Explain how competition in markets affects price and quantity.</p> <p><b>Literacy in SS</b> 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing</p>	<p><b>Employability</b> <b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.</p> <p><b>11-12.SE.3</b> Demonstrate a strong understanding of how other people might feel about an experience or situation.</p> <p><b>11-12.SE.4</b> Feel empowered to advocate on behalf of themselves and others.</p> <p><b>11-12.SE.5</b> Recognize the importance of diverse perspectives within communication and seek</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b> 11-12.RC.2 11-12.RC.4 11-12.RC.5</p>

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<p>Management team to understand this team’s role in company operations.</p>	<p>political, social, or economic aspects of history/social studies.</p>	<p>understanding.</p> <p><b>PCCS</b></p> <p><b>6.5 Leadership &amp; Responsibility</b></p> <ul style="list-style-type: none"> <li>Use interpersonal and problem-solving skills to influence and guide others toward a goal</li> <li>Inspire others to reach their very best via example and selflessness</li> <li>Demonstrate integrity and ethical behavior in using influence and power</li> <li>Receive and give constructive criticism</li> <li>Act responsibly with the interests of the larger community in mind</li> </ul>	<p>11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</p>
<p><b>Topic: Marketing (Self-Guided)</b></p> <p>Students learn how marketing connects the company with the customer and is really the way that a company communicates with customers and other businesses. They learn the four Ps of the marketing mix and the primary responsibilities of the Marketing team during the JA Company Program.</p> <p><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>Economics</b></p> <p><b>E.1.2</b> Identify incentives and explain how they influence economic behavior and decision-making.</p> <p><b>E.2.2</b> Recognize that consumers ultimately determine what is produced in a market economy.</p> <p><b>E.3.5</b> Explain how competition in markets affects price and quantity.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D1.4</b> Utilize consumer protection laws and resources.</p> <p>a. Describe services of Indiana's consumer protection agency and its benefits to consumers.</p> <p>b. Analyze consumer protection laws for the issues they address and the safeguards they provide.</p> <p>c. Demonstrate steps for resolving a consumer complaint.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>11-12.M.3</b> Demonstrate confidence by taking risks to introduce new ideas or processes for work.</p> <p><b>PCCS</b></p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics</b></p> <p><b>PS.6:</b> Attend to precision.</p>

# JA Company Program

JA Company Program Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies, and Math Standards
<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>Economics</b>  <b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services. (E)</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b>  <b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>11-12.M.3</b> Demonstrate confidence by taking risks to introduce new ideas or processes for work.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.6            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p> <p><b>Mathematics</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.6:</b> Attend to precision.</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>Economics</b>  <b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</p> <p><b>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of</p>	<p><b>Employability</b>  <b>19-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations</p> <p><b>11-12.WE.1</b> Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.</p> <p><b>11-12.WE.7</b> Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.6            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.2            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.4            11-12.W.5</p>

# JA Company Program

JA Company Program Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies, and Math Standards
	words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.		11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7
<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>Financial Literacy</b></p> <p><b>4540.D1.5</b> Make financial decisions by systematically considering alternatives and consequences.</p> <ol style="list-style-type: none"> <li>Set measurable short-term, medium-term, and long-term financial goals.</li> <li>Evaluate the results of financial decisions</li> <li>Apply systematic decision making to long-term goals.</li> </ol> <p><b>4540.D1.6</b> Demonstrate communication strategies for discussing financial issues.</p> <ol style="list-style-type: none"> <li>Compare and contrast the benefits of sharing financial goals and personal finance information with a potential partner before forming a partnership.</li> <li>Describe essential elements of a contract between individuals and between individuals and businesses.</li> </ol> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations.</p> <p><b>11-12.WE.1</b> Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5</p> <p><b>Mathematics</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</p>



# JA Company Program

JA Company Program Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in Social Studies, and Math Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Economics</b>  <b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>Literacy in SS</b>            9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b>  <b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>11-12.LS.4</b> Evaluate how personal attitudes and values integrate into career choices.</p> <p><b>11-12.LS.7</b> Understand the importance of networking for enhancing achievement of education and career goals.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.6            9-10.W.2            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.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>Economics</b>  <b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b>  <b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.</p> <p><b>9-10.LS.3</b> Create presentation media for a variety of audiences.</p> <p><b>11-12.LS.1</b> Write a well-organized document using supporting data to clarify complex ideas, raise relevant questions, or solve problems using varied media formats.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.6            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p>

# JA Company Program

<b>JA Company Program Session Descriptions</b>	<b>Social Studies, Financial Literacy and Economics Standards</b>	<b>Employability Skills and Preparing for College &amp; Questions Standards</b>	<b>ELA, Literacy in Social Studies, and Math Standards</b>
			Mathematics Process Standards  <b>PS.6:</b> Attend to precision.

# JA Company Program Pop Up

JA Company Program Pop Up Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in SS, and Math Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Economics</b>  <b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.            9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b>  <b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.  <b>11-12.WE.8</b> Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.</p> <p><b>PCCS</b>  <b>1.3</b> Determine personal priorities and goals for life and career.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.6            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p> <p><b>Mathematics</b>  <b>Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.6:</b> Attend to precision.</p>

# JA Company Program Pop Up

JA Company Program Pop Up Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA. Literacy in SS, and Math Standards
<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>  <b>E.1.1</b> Define and identify each of the productive resources (i.e., natural, human, capital) and explain why each is necessary for the production of goods and services. (E)</p> <p><b>Financial Literacy</b>  <b>4540.D1.3</b> Analyze financial information from a variety of reliable and questionable sources.            a. Analyze financial information for objectivity, accuracy, relevancy to given needs, and currency.            b. Investigate current types of consumer fraud, including online scam.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b>  <b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.6            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p> <p><b>Mathematics Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.2:</b> Reason abstractly and quantitatively  <b>PS.6:</b> Attend to precision.</p>

# JA Company Program Pop Up

JA Company Program Pop Up Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA. Literacy in SS, and Math Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>4540.D1.3</b> Analyze financial information from a variety of reliable and questionable sources.            a. Analyze financial information for objectivity, accuracy, relevancy to given needs, and currency.            b. Investigate current types of consumer fraud, including online scam</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.            9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b>  <b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.  <b>11-12.M.2</b> Demonstrate ability to find alternate strategies to overcome barriers and mistakes when completing projects or activities.  <b>11-12.M.3</b> Demonstrate confidence by taking risks to introduce new ideas or processes for work.  <b>11-12.LS.5</b> Acquire occupational-related skills through work-, service-, or project-based learning experiences.</p> <p><b>PCCS</b>  <b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.6            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p>

# JA Company Program Pop Up

JA Company Program Pop Up Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA. Literacy in SS, and Math Standards
<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>Literacy in SS</b> 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b> <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence. <b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data. <b>11-12.LS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives.</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>
<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> <b>E.3.5</b> Explain how competition in markets affects price and quantity.</p> <p><b>Literacy in SS.</b> 9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b> <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence. <b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data. <b>11-12.LS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives.</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p>

# JA Company Program Pop Up

JA Company Program Pop Up Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA. Literacy in SS, and Math Standards
			11-12.CC.5 11-12.CC.6  <b>Mathematics</b> <b>PS.1:</b> Make sense of problems and persevere in solving them. <b>PS.2:</b> Reason abstractly and quantitatively <b>PS.6:</b> Attend to precision.
<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>Economics</b></p> <p><b>E.1.2</b> Identify incentives and explain how they influence economic behavior and decision-making.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals,</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4            9-10.RC.6            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p> <p><b>Mathematics</b>  <b>Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.2:</b> Reason abstractly and quantitatively  <b>PS.6:</b> Attend to precision.</p>



# JA Company Program Pop Up

JA Company Program Pop Up Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA, Literacy in SS, and Math Standards
<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>Financial Literacy</b>  <b>4540.D3.6</b> Connect the role of charitable giving, volunteer service, and philanthropy to community development and quality of life.            a. Demonstrate budgeting financial and other resources to make contributions to a charitable organization.</p>	<p><b>Employability</b>  <b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.  <b>9-10.LS.9</b> Complete activities and assignments thoroughly and accurately.  <b>11-12.LS.12</b> Complete activities and assignments thoroughly and accurately.  <b>11-12.WE.4</b> Demonstrate perseverance through work-, service-, or project-based learning experiences.</p> <p><b>PCCS</b>  <b>1.3</b> Determine personal priorities and goals for life and career.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.6            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.10            11-12.RC.11            11-12.RC.12            11-12.RC.14            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p> <p><b>Mathematics Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.2:</b> Reason abstractly and quantitatively  <b>PS.6:</b> Attend to precision.</p>

# JA Excellence Through Ethics

JA Excellence Through Ethics Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Literacy in Social Studies Standards
<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>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.6</b> Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.</p> <p><b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations</p> <p><b>PCCS</b></p> <p><b>1.1</b> Assess personal, family and community standards, values and ethics</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.9 9-10.RC.11 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</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>Literacy in SS</b></p> <p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.6</b> Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.</p> <p><b>11-12.WE.1</b> Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.</p> <p><b>PCCS</b></p> <p><b>1.1</b> Assess personal, family and community standards, values and ethics</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.9 9-10.RC.11 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p>

# JA Excellence Through Ethics

JA Excellence Through Ethics Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Literacy in Social Studies Standards
<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>Literacy in SS</b></p> <p>9-10.LH.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: APA or Chicago)</p> <p>9-10.LH.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.6</b> Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.</p> <p><b>PCCS</b></p> <p><b>1.1</b> Assess personal, family and community standards, values and ethics</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.9 9-10.RC.11 9-10.RC.12 9-10.RC.13 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>

# JA High School Heroes

JA High School Heroes Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10.LS.2</b> Able to communicate knowledge and thinking through effective oral presentations.</p> <p><b>11-12.WE.1</b> Demonstrate integrity and self-control in work-, service-, or project-based learning experiences.</p> <p><b>PCCS</b></p> <p><b>1.3</b> Determine personal priorities and goals for life and career.</p> <p><b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p> <p><b>PCCS</b></p> <p><b>6.5 Leadership &amp; Responsibility</b></p> <ul style="list-style-type: none"> <li>Use interpersonal and problem-solving skills to influence and guide others toward a goal</li> <li>Inspire others to reach their very best via example and selflessness</li> <li>Demonstrate integrity and ethical behavior in using influence and power</li> <li>Receive and give constructive criticism</li> <li>Act responsibly with the interests of the larger community in mind</li> </ul> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.1 9-10.RC.2 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</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>Literacy in SS</b></p> <p>9-10.LH.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.5</b> Able to exercise flexibility in responding to change.</p> <p><b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations.</p> <p><b>9-10.LS.2</b> Able to communicate knowledge and thinking through effective oral presentations.</p> <p><b>PCCS</b></p> <p><b>1.3</b> Determine personal priorities</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.1 9-10.RC.2 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2</p>

# JA High School Heroes

JA High School Heroes Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
		and goals for life and career. <b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals <b>6.3</b> Interact effectively with others in a respectable, professional manner <b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings	11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7
<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>Literacy in SS</b></p> <p>9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p>	<p><b>Grades 9-10</b></p> 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7  <p><b>Grades 11-12</b></p> 11-12.RC.2 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.RC.12 11-12.RC.14 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7

# JA High School Heroes

JA High School Heroes Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b>  <b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.</p> <p><b>11-12.LS.2</b> Apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.</p> <p><b>PCCS</b>  <b>6.1</b> Evaluate strategies for incorporating feedback and change in a variety of contexts.</p> <p><b>PCCS</b>  <b>6.5 Leadership &amp; Responsibility</b></p> <ul style="list-style-type: none"> <li>• Use interpersonal and problem-solving skills to influence and guide others toward a goal</li> <li>• Inspire others to reach their very best via example and selflessness</li> <li>• Demonstrate integrity and ethical behavior in using influence and power</li> <li>• Receive and give constructive criticism</li> <li>• Act responsibly with the interests of the larger community in mind</li> </ul>	<p><b>Grades 9-10</b>            9-10.RC.1            9-10.RC.9            9-10.RC.11            9-10.W.2            9-10.W.4            9-10.W.5            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6            9-10.CC.7</p> <p><b>Grades 11-12</b>            11-12.RC.2            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6            11-12.CC.7</p>

# JA Inspire Advanced

JA Inspire Advanced Session Descriptions	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<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><b>Literacy in SS</b></p> <p>11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>11-12.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning.</p>	<p><b>Employability</b></p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>11-12.LS.4</b> Evaluate how personal attitudes and values integrate into career choices.</p> <p><b>11-12.LS.11</b> Participate in coursework, activities, jobs, and diverse experiences that directly contribute to attainment of career goals.</p> <p><b>PCCS</b></p> <p><b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.5 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.5 11-12.W.2 11-12.W.4 11-12.W.5</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><b>N Literacy in SS</b></p> <p>11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.5</b> Able to acquire knowledge of various career clusters through exploration (field trips, jobsite tours, job shadows, mentors, etc.).</p> <p><b>9-10.LS.8</b> Participate in challenging learning activities and/or coursework related to career goals.</p> <p><b>11-12.LS.4</b> Evaluate how personal attitudes and values integrate into career choices.</p> <p><b>PCCS</b></p> <p><b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.5 9-10.W.2 9-10.W.4 9-10.W.5</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.5 11-12.W.2 11-12.W.4 11-12.W.5</p>



# JA Inspire Advanced

JA Inspire Advanced Session Descriptions	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
		<p><b>2.3</b> Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change</p> <p><b>2.4</b> Use appropriate technology and resources to research and organize information</p>	
<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><b>Financial Literacy</b></p> <p><b>4540.D2.1</b> Students analyze how education, income, career and life choices relate to achieving financial goals.</p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Economics</b></p> <p><b>E.1.9</b> Illustrate how investment in physical and human capital can raise productivity and future standards of living</p> <p><b>Literacy in SS</b></p> <p>11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media</p>	<p><b>Employability</b></p> <p><b>11-12.LS.4</b> Evaluate how personal attitudes and values integrate into career choices.</p> <p><b>11-12.LS.8</b> Demonstrate skills in revising and extending career plans to meet postsecondary goals.</p> <p><b>11-12.LS.11</b> Participate in coursework, activities, jobs, and diverse experiences that directly contribute to attainment of career goals.</p> <p><b>PCCS</b></p> <p><b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways</p> <p><b>2.3</b> Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change</p> <p><b>3.1</b> Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four-year college programs</p> <p><b>6.3</b> Interact effectively with others in a respectable, professional manner</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.5 9-10.W.2 9-10.W.4 9-10.W.5</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.5 11-12.W.2 11-12.W.4 11-12.W.5</p>

# JA Inspire Advanced

JA Inspire Advanced Session Descriptions	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<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><b>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b></p> <p>11-12.LH.4.2: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>Employability</b>  <b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>9-10.LS.5</b> Able to acquire knowledge of various career clusters through exploration (field trips, jobsite tours, job shadows, mentors, etc.).</p> <p><b>11-12.LS.7</b> Understand the importance of networking for enhancing achievement of education and career goals.</p> <p><b>PCCS</b></p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways</p> <p><b>2.3</b> Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change</p> <p><b>2.4</b> Use appropriate technology and resources to research and organize information</p>	<p><b>Grades 9-10</b>            9-10.RC.5            9-10.W.2            9-10.W.4            9-10.W.5</p> <p><b>Grades 11-12</b>            11-12.RC.5            11-12.W.2            11-12.W.4            11-12.W.5</p> <p><b>Mathematics Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.6:</b> Attend to precision.</p>
<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><b>Literacy in SS</b></p> <p>11-12.LH.4.2: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>Employability</b>  <b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.</p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with no prompting and minimal guidance.</p>	<p><b>Grades 9-10</b>            9-10.RC.5            9-10.W.2            9-10.W.4            9-10.W.5</p> <p><b>Grades 11-12</b>            11-12.RC.5            11-12.W.2            11-12.W.4            11-12.W.5</p>

# JA Inspire Advanced

JA Inspire Advanced Session Descriptions	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<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><b>Literacy in SS</b></p> <p>11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations (i.e., attire, handshake, eye contact, communication, etc.).</p> <p><b>9-10.LS.5</b> Able to acquire knowledge of various career clusters through exploration (field trips, jobsite tours, job shadows, mentors, etc.).</p> <p><b>11-12.WE.8</b> Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.</p> <p><b>PCCS</b></p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.5 9-10.W.2 9-10.W.4 9-10.W.5</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.5 11-12.W.2 11-12.W.4 11-12.W.5</p>
<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><b>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.8</b> Participate in challenging learning activities and/or coursework related to career goals.</p> <p><b>11-12.LS.8</b> Demonstrate skills in revising and extending career plans to meet postsecondary goals.</p> <p><b>11-12.LS.9</b> Develop skills to assess career goals in terms of work conditions, benefits, and opportunities for advancement.</p> <p><b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p> <p><b>PCCS</b></p> <p><b>1.3</b> Determine personal priorities and goals for life and career.</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.5 9-10.W.2 9-10.W.4 9-10.W.5</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.5 11-12.W.2 11-12.W.4 11-12.W.5</p>

# JA Inspire Advanced

JA Inspire Advanced Session Descriptions	Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
		clusters and pathways  <b>2.3</b> Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change  <b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals	

# JA It's My Job (Soft Skills)

JA It's My Job Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b></p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p> <p><b>PCCS</b></p> <p><b>6.4</b> Present oneself professionally and with proper etiquette</p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p> <p><b>7.5</b> Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for specific school, life and career settings</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.W.4 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.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>Economics</b></p> <p><b>E.2.7</b> Describe how the earnings of workers are determined by a number of factors including the market value of the product produced, workers' productivity, the amount of human capital held by workers, collective bargaining, and discrimination.</p> <p><b>N Literacy in SS</b></p> <p>11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>11-12.LS.1</b> Write a well-organized document using supporting data to clarify complex ideas, raise relevant questions, or solve problems using varied media formats.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.W.4 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>

# JA It's My Job (Soft Skills)

JA It's My Job Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Economics</b></p> <p><b>E.2.7</b> Describe how the earnings of workers are determined by a number of factors including the market value of the product produced, workers' productivity, the amount of human capital held by workers, collective bargaining, and discrimination.</p> <p><b>Literacy in SS</b></p> <p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.2</b> Able to communicate knowledge and thinking through effective oral presentations.</p> <p><b>11-12.WE.8</b> Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.</p> <p><b>11-12.LS.6</b> Understand the employment application and interviewing process and develop effective interviewing techniques.</p> <p><b>PCCS</b></p> <p><b>6.4</b> Present oneself professionally and with proper etiquette</p> <p><b>7.1</b> Demonstrate knowledge, skills, and attitudes needed for seeking employment</p> <ul style="list-style-type: none"> <li>• Career opportunity research</li> <li>• Personal and career portfolio</li> <li>• Interviewing</li> <li>• Networking</li> </ul> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p> <p><b>7.5</b> Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for specific school, life and career settings</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.W.4 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>

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

JA It's My Job Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Literacy in SS</b></p> <p>11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media</p>	<p><b>Employability</b></p> <p><b>9-10.WE.6</b> Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.</p> <p><b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations.</p> <p><b>11-12.WE.8</b> Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.</p> <p><b>PCCS</b></p> <p><b>6.4</b> Present oneself professionally and with proper etiquette</p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10-RC.9 9-10.RC.11 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.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>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.2</b> Able to communicate knowledge and thinking through effective oral presentations.</p> <p><b>11-12.LS.2</b> Apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.</p> <p><b>PCCS</b></p> <p><b>6.4</b> Present oneself professionally and with proper etiquette</p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10-RC.9 9-10.RC.11 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>



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

JA It's My Job Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>	<p><b>Literacy in SS</b></p> <p>9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</p> <p>9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.</p> <p><b>PCCS</b></p> <p><b>6.4</b> Present oneself professionally and with proper etiquette</p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.W.4 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>

# JA Job Shadow

JA Job Shadow Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p>	<p><b>Employability</b>  <b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p> <p><b>9-10.LS.5</b> Able to acquire knowledge of various career clusters through exploration (field trips, job site tours, job shadows, mentors, etc.).</p> <p><b>PCCS</b>  <b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>2.2</b> Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways</p>	<p><b>Grades 9-10</b>            9-10.RC.6            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.W.9            9-10.W.11            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5</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> </ul>	<p><b>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b>            9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>Employability</b>  <b>11-12.LS.4</b> Evaluate how personal attitudes and values integrate into career choices.-</p> <p><b>11-12.LS.6</b> Understand the employment application and interviewing process, and develop effective interviewing techniques.</p> <p><b>PCCS</b>  <b>1.2</b> Analyze personal aptitudes, traits, interests, attitudes, and skills</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>7.1</b> Demonstrate knowledge, skills, and attitudes needed for seeking employment</p> <ul style="list-style-type: none"> <li>Career opportunity research</li> </ul>	<p><b>Grades 9-10</b>            9-10.RC.6            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.W.9            9-10.W.11            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5</p>

# JA Job Shadow

JA Job Shadow Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<ul style="list-style-type: none"> <li>Research local individuals working in preferable careers (optional)</li> <li>Craft a personal elevator pitch (optional)</li> </ul>		<ul style="list-style-type: none"> <li>Personal and career portfolio</li> <li>Interviewing</li> <li>Networking</li> </ul>	
<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>Literacy in SS</b> 9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>Employability</b>  <b>9-10.WE.6</b> Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.  <b>11-12.WE.7</b> Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making.  <b>11-12.LS.6</b> Understand the employment application and interviewing process, and develop effective interviewing techniques.</p> <p><b>PCCS</b>  <b>1.1</b> Assess personal, family and community standards, values and ethics  <b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways  <b>7.1</b> Demonstrate knowledge, skills, and attitudes needed for seeking employment</p> <ul style="list-style-type: none"> <li>Career opportunity research</li> <li>Personal and career portfolio</li> <li>Interviewing</li> <li>Networking</li> </ul>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.6 9-10.W.6 9-10.W.9 9-10.W.10 9-10.W.11 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.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> </ul>	<p><b>Literacy in SS</b> 9-10.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. 9-10.LH.7.1: Conduct short as well as</p>	<p><b>Employability</b>  <b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.  <b>9-10.LS.2</b> Able to communicate knowledge and thinking through effective oral presentations.  <b>11-12.LS.1</b> Write a well-organized document using supporting data to</p>	<p><b>Grades 9-10</b> 9-10.RC.6 9-10.W.3 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.9 9-10.W.10 9-10.W.11</p> <p><b>Grades 11-12</b></p>

# JA Job Shadow

JA Job Shadow Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<ul style="list-style-type: none"> <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>more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>clarify complex ideas, raise relevant questions, or solve problems using varied media formats.</p> <p><b>9-10.LS.4</b> Demonstrate how to conduct a job search utilizing current search engines.</p> <p><b>PCCS</b></p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>7.1</b> Demonstrate knowledge, skills, and attitudes needed for seeking employment</p> <ul style="list-style-type: none"> <li>• Career opportunity research</li> <li>• Personal and career portfolio</li> <li>• Interviewing</li> <li>• Networking</li> </ul>	<p>11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p>
<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>NA</p>	<p><b>Employability</b></p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>11-12.LS.6</b> Understand the employment application and interviewing process, and develop effective interviewing techniques.</p> <p><b>11-12.WE.4</b> Demonstrate perseverance through work-, service-, or project-based learning experiences.</p> <p><b>PCCS</b></p> <p><b>7.1</b> Demonstrate knowledge, skills, and attitudes needed for seeking employment</p> <ul style="list-style-type: none"> <li>• Career opportunity research</li> <li>• Personal and career portfolio</li> <li>• Interviewing</li> <li>• Networking</li> </ul>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.6 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p>

# JA Job Shadow

JA Job Shadow Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Literacy in SS</b></p> <p>9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.1</b> Demonstrate control over self while considering the future impact of choices.</p> <p><b>9-10.WE.5</b> Able to exercise flexibility in responding to change.</p> <p><b>9-10.WE.7</b> Understand and demonstrate appropriate behavior in professional situations.</p> <p><b>9-10.LS.4</b> Demonstrate how to conduct a job search utilizing current search engines.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.9 9-10.RC.11 9-10.RC.4 9-10.RC.6 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</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>Literacy</b></p> <p>11-12.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b></p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>11-12.WE.8</b> Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.</p> <p><b>PCCS</b></p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.RC.6 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.2 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p>

# JA Job Shadow

JA Job Shadow Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Standards
<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>Financial Literacy</b>  <b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.            a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.            b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy</b>            11-12.LH.5.1: Write arguments focused on discipline-specific content.            11-12.LH.6.2: Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>Employability</b>  <b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.  <b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>PCCS</b>  <b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.RC.6            9-10.W.5            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b>            11-12.RC.2            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p>

# JA Launch Lesson

<b>JA Launch Lesson Session Descriptions</b>	<b>Financial Literacy, Economics, and Preparing for College &amp; Career Standards</b>	<b>ELA</b>
<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>Economics</b></p> <p><b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit.</p>	<p><b>Grades 9-10</b>            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.4            9-10.W.5            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5</p> <p><b>Grades 11-12</b>            11-12.RC.10            11-12.RC.11            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5</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>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>Grades 9-10</b>            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.4            9-10.W.5            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5</p> <p><b>Grades 11-12</b>            11-12.RC.10            11-12.RC.11            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5</p>
<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>Financial Literacy</b></p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>	<p><b>Grades 9-10</b>            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.4            9-10.W.5            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10</p>



# JA Launch Lesson

<b>JA Launch Lesson Session Descriptions</b>	<b>Financial Literacy, Economics, and Preparing for College &amp; Career Standards</b>	<b>ELA</b>
	<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Economics</b>  <b>E.1.2</b> Explain that entrepreneurs combine productive resources to produce goods and services with the goal of making a profit</p> <p><b>PCCS</b>  <b>1.1</b> Assess personal, family and community standards, values and ethics</p>	<p>11-12.RC.11            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5</p>

# JA Personal Finance 2.0

JA Personal Finance 2.0 Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<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>Financial Literacy</b></p> <p><b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions.</p> <p>a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime.</p> <p>b. Analyze ways financial responsibility is different for individuals with and without dependents.</p> <p><b>4540.D2.2</b> Describe how personal factors, career choices, and economic conditions affect income.</p> <p>a. Analyze ways economic, social, cultural, educational, and political conditions can affect income and career potential.</p> <p>b. Analyze the financial risks and benefits of entrepreneurship as a career choice.</p> <p><b>4540.D2.1</b> Students analyze how education, income, career and life choices relate to achieving financial goals.</p> <p><b>Economics</b></p> <p><b>E.1.9</b> Illustrate how investment in physical and human capital can raise productivity and future standards of living</p>	<p><b>Employability</b></p> <p><b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p> <p><b>9-10.WE.1</b> Demonstrate control over self while considering the future impact of choices.</p> <p><b>9-10.LS.2</b> Able to communicate knowledge and thinking through effective oral presentations.</p> <p><b>9-10.SE.3</b> Able to listen to others' ideas and respect different ways of being and doing.</p> <p><b>11-12.LS.2</b> Apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.</p> <p><b>11-12.SE.5</b> Recognize the importance of diverse perspectives within communication and seek understanding.</p> <p><b>PCCS</b></p> <p><b>1.3</b> Determine personal priorities and goals for life and career.</p> <p><b>2.1</b> Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways</p> <p><b>3.1</b> Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four-year college programs</p> <p><b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p>	<p><b>Grades 9-12</b></p> <p>9-10.RC.5 9-10.RC.6 9-10.RC.9 9-10.RC.11 9-10.W.3 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</p>

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<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>Financial Literacy</b></p> <p><b>4540.D1.1</b> Students demonstrate management of individual and family finances by applying reliable information and systematic decision making.</p> <p><b>4540.D1.6</b> Demonstrate communication strategies for discussing financial issues.</p> <p>a. Compare and contrast the benefits of sharing financial goals and personal finance information with a potential partner before forming a partnership.</p> <p><b>4540.D3.2</b> Develop a personal financial plan to demonstrate the ability to use money management skills and strategies.</p> <p>a. Create a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses.</p> <p>b. Analyze and adjust budget categories to manage spending and achieve financial goals.</p> <p>c. Develop a personal financial plan that shows allocation of income, spending, saving, investing and sharing/giving over a year-long time span.</p> <p>d. Analyze a plan to secure funding for a financial goal (such as college, major consumer purchases, etc.).</p> <p><b>4540.D3.3</b> Develop a system for keeping and using financial records.</p> <p>a. Utilize a system to record income and spending for categories such as purchases, services, and taxes.</p> <p>b. Demonstrate recordkeeping that utilizes digital financial management systems.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p> <p><b>9-10.LS.9</b> Complete activities and assignments thoroughly and accurately.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>11-12.LS.12</b> Complete activities and assignments thoroughly and accurately.</p>	<p><b>Grades 9-12</b></p> <p>9-10.RC.5 9-10.RC.6 9-10.RC.9 9-10.RC.11 9-10.W.3 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</p>

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JA Personal Finance 2.0 Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<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>Financial Literacy</b></p> <p><b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions.</p> <p>a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime.</p> <p>b. Analyze ways financial responsibility is different for individuals with and without dependents.</p> <p><b>4540.D1.5</b> Make financial decisions by systematically considering alternatives and consequences.</p> <p>a. Set measurable short-term, medium-term, and long-term financial goals.</p> <p>b. Evaluate the results of financial decisions</p> <p>c. Apply systematic decision making to long-term goals.</p> <p><b>4540.D6.2</b> Evaluate how saving contributes to financial wellbeing.</p> <p>a. Analyze effect of saving strategies, including "pay yourself first," payroll deduction, automatic savings options, and reflective spending practices on financial wellbeing.</p> <p>b. Compare the interest generated by simple and compound interest at various rates.</p>	<p><b>Employability</b></p> <p><b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.</p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>PCCS</b></p> <p><b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-12</b></p> <p>9-10.RC.5 9-10.RC.6 9-10.RC.9 9-10.RC.11 9-10.W.3 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</p>

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JA Personal Finance 2.0 Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<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>Financial Literacy</b></p> <p><b>4540.D1.6</b> Demonstrate communication strategies for discussing financial issues.</p> <p>a. Compare and contrast the benefits of sharing financial goals and personal finance information with a potential partner before forming a partnership.</p> <p>b. Describe essential elements of a contract between individuals and between individuals and businesses.</p> <p><b>4540.D4.2</b> Analyze the costs and benefits of using various types of credit such as student loans, home and automotive loans, and credit cards.</p> <p>a. Evaluate the cost of borrowing a set amount of money using various types of credit.</p> <p>b. Explain how grace periods, methods of calculating interest, and fees affect borrowing costs.</p> <p>c. Apply systematic decision making to identify the most cost-effective option for making a purchase.</p> <p><b>4540.D4.3</b> Analyze factors that influence establishing and maintaining a good credit rating.</p> <p>a. Analyze the effect of positive and negative credit reports on credit worthiness.</p> <p>b. Illustrate steps to overcome a negative credit report and improve a personal financial future.</p> <p><b>4540.D4.4</b> Analyze methods and benefits of avoiding or correcting credit and debt problems.</p> <p>a. Evaluate the effect of living beyond one's financial resources.</p> <p>b. Analyze actions that a consumer can take to reduce or better manage excessive debt.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p> <p><b>Problem Solving 9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p>	<p><b>Grades 9-12</b></p> <p>9-10.RC.9 9-10.RC.11 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.10 11-12.RC.11 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</p>

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<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>Financial Literacy</b>  <b>4540.D1.3</b>            b. Investigate current types of consumer fraud, including online scam.</p> <p><b>4540.D1.4</b> Utilize consumer protection laws and resources.            a. Describe services of Indiana's consumer protection agency and its benefits to consumers.            b. Analyze consumer protection laws for the issues they address and the safeguards they provide.            c. Demonstrate steps for resolving a consumer complaint.</p> <p><b>4540.D1.7</b> Demonstrate strategies to control personal information.            a. Describe the actions a victim of identity theft can take to restore personal security.</p>	<p><b>Employability</b>  <b>9-10.WE.5</b> Able to exercise flexibility in responding to change.</p> <p><b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.</p> <p><b>11-12.M.2</b> Demonstrate ability to find alternate strategies to overcome barriers and mistakes when completing projects or activities.</p>	<p><b>Grades 9-12</b>            9-10.RC.9            9-10.RC.11            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6            9-10.CC.7</p> <p><b>Grades 11-12</b>            11-12.RC.10            11-12.RC.11            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6            11-12.CC.7</p> <p><b>Mathematics Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.6:</b> Attend to precision.</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>Financial Literacy</b>  <b>4540.D3.5</b> Apply consumer skills to purchase decisions.            a. Evaluate impact of external factors (such as marketing, advertising and the economy) on spending decisions.            b. Justify consumer buying decisions by evaluating external factors.            c. Evaluate opportunity costs (such as owning versus renting a house, purchasing or leasing an auto).            d. Recognize potential threats (such as identity fraud, scams, theft, phishing, spam, unethical internet practices) to sound financial decisions.</p> <p><b>Economics</b>  <b>E.2.2</b> Recognize that consumers ultimately determine what is produced in a market economy</p>	<p><b>Employability</b>  <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p> <p><b>9-10.SE.1</b> Develop an awareness of personal safety skills and the consequences of irresponsible behavior.</p> <p><b>PCCS</b>  <b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-12</b>            9-10.RC.9            9-10.RC.11            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6            9-10.CC.7</p> <p><b>Grades 11-12</b>            11-12.RC.10            11-12.RC.11            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6            11-12.CC.7</p>

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	<p><b>Literacy in SS</b> 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>		<p><b>Mathematics Process Standards</b> <b>PS.1:</b> Make sense of problems and persevere in solving them. <b>PS.2:</b> Reason abstractly and quantitatively <b>PS.6:</b> Attend to precision.</p>
<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>Financial Literacy</b> <b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions. a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime. b. Analyze ways financial responsibility is different for individuals with and without dependents.</p> <p><b>4540.D5.2</b> Examine various types of financial risk and risk management strategies. a. Describe ways people can manage risk through avoidance, reduction, retention, assumption, and transfer of risk.</p> <p><b>Literacy in SS</b> 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b> <b>9-10.SE.1</b> Develop an awareness of personal safety skills and the consequences of irresponsible behavior. <b>11-12.SE.1</b> Show responsibility by acting in a professional, culturally responsive, and ethical manner. <b>11-12.SE.3</b> Demonstrate a strong understanding of how other people might feel about an experience or situation.</p>	<p><b>Grades 9-12</b> 9-10.RC.9 9-10.RC.11 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7 <b>Grades 11-12</b> 11-12.RC.10 11-12.RC.11 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b> <b>PS.1:</b> Make sense of problems and persevere in solving them. <b>PS.2:</b> Reason abstractly and quantitatively <b>PS.6:</b> Attend to precision.</p>



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<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>Financial Literacy</b></p> <p><b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions.</p> <p>a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime.</p> <p>b. Analyze ways financial responsibility is different for individuals with and without dependents.</p> <p><b>4540.D1.6</b> Demonstrate communication strategies for discussing financial issues.</p> <p>a. Compare and contrast the benefits of sharing financial goals and personal finance information with a potential partner before forming a partnership.</p> <p>b. Describe essential elements of a contract between individuals and between individuals and businesses.</p> <p><b>4540.D6.2</b> Evaluate how saving contributes to financial wellbeing.</p> <p>a. Analyze effect of saving strategies, including "pay yourself first," payroll deduction, automatic savings options, and reflective spending practices on financial wellbeing.</p> <p>b. Compare the interest generated by simple and compound interest at various rates.</p> <p><b>4540.D6.3</b> Apply strategies for creating wealth and building assets.</p> <p>a. Compare various investing strategies for their potential to build wealth.</p> <p>b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.</p> <p>c. Calculate the end value of lump sum and periodic investments.</p> <p><b>Economics</b></p> <p><b>E.6.7</b> Compare and contrast different types of financial investments.</p>	<p><b>Employability</b></p> <p><b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.</p> <p><b>11-12.SE.1</b> Show responsibility by acting in a professional, culturally responsive, and ethical manner.</p> <p><b>11-12.SE.3</b> Demonstrate a strong understanding of how other people might feel about an experience or situation.</p> <p><b>PCCS</b></p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-12</b></p> <p>9-10.RC.6 9-10.RC.9 9-10.RC.11 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</p>

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JA Personal Finance 2.0 Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<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>Financial Literacy</b></p> <p><b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions.</p> <p>a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime.</p> <p>b. Analyze ways financial responsibility is different for individuals with and without dependents.</p> <p><b>4540.D4.2</b> Analyze the costs and benefits of using various types of credit such as student loans, home and automotive loans, and credit cards.</p> <p>a. Evaluate the cost of borrowing a set amount of money using various types of credit.</p> <p>b. Explain how grace periods, methods of calculating interest, and fees affect borrowing costs.</p> <p>c. Apply systematic decision making to identify the most cost-effective option for making a purchase.</p> <p><b>4540.D4.3</b> Analyze factors that influence establishing and maintaining a good credit rating.</p> <p>a. Analyze the effect of positive and negative credit reports on credit worthiness.</p> <p>b. Illustrate steps to overcome a negative credit report and improve a personal financial future</p>	<p><b>PCCS</b></p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.6:</b> Attend to precision.</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> </ul>	<p><b>Financial Literacy</b></p> <p><b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions.</p> <p>a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime.</p> <p>b. Analyze ways financial responsibility is different for individuals with and without dependents.</p> <p><b>4540.D4.4</b> Analyze methods and benefits of avoiding or correcting credit and debt problems.</p> <p>a. Evaluate the effect of living</p>	<p><b>PCCS</b></p> <p><b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.W.4 11-12.W.5 11-12.CC.1</p>

# JA Personal Finance 2.0

JA Personal Finance 2.0 Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<ul style="list-style-type: none"> <li>Analyze the impact of bankruptcy when debt is shared.</li> </ul>	<p>beyond one’s financial resources. b. Analyze actions that a consumer can take to reduce or better manage excessive debt.</p> <p><b>Literacy in SS</b> 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>		<p>11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b> <b>PS.1:</b> Make sense of problems and persevere in solving them. <b>PS.2:</b> Reason abstractly and quantitatively <b>PS.6:</b> Attend to precision.</p>
<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>	<p><b>Financial Literacy</b> <b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions. a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime. b. Analyze ways financial responsibility is different for individuals with and without dependents.</p> <p><b>4540.D3.2</b> Develop a personal financial plan to demonstrate the ability to use money management skills and strategies. a. Create a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses. b. Analyze and adjust budget categories to manage spending and achieve financial goals. c. Develop a personal financial plan that shows allocation of income, spending, saving, investing and sharing/giving over a year-long time span. d. Analyze a plan to secure funding for a financial goal (such as college, major consumer purchases, etc.).</p> <p><b>Literacy in SS</b> 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>PCCS</b> <b>1.3</b> Determine personal priorities and goals for life and career. <b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b> <b>PS.1:</b> Make sense of problems and persevere in solving them. <b>PS.2:</b> Reason abstractly and quantitatively <b>PS.6:</b> Attend to precision.</p>

# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<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>Economics</b></p> <p><b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>E.3.1</b> Explain the advantages and disadvantages of various types of firms including sole proprietorships, partnerships, and corporations.</p> <p><b>E.6.7</b> Compare and contrast different types of financial investments.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D6.3</b> Apply strategies for creating wealth and building assets.</p> <p>a. Compare various investing strategies for their potential to build wealth.</p> <p>b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.</p> <p>c. Calculate the end value of lump sum and periodic investments.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>9-10.LS.9</b> Complete activities and assignments thoroughly and accurately.</p> <p><b>9-10.SE.3</b> Able to listen to others' ideas and respect different ways of being and doing.</p> <p><b>11-12.SE.1</b> Show responsibility by acting in a professional, culturally responsive, and ethical manner.</p> <p><b>11-12.SE.5</b> Recognize the importance of diverse perspectives within communication and seek understanding.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision.</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</li> </ul>	<p><b>Economics</b></p> <p><b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>E.2.1</b> Define supply and demand and explain the causes of the Law of Supply and the Law of Demand.</p> <p><b>E.2.4</b> Identify factors that cause changes in market supply and demand and how these changes affect price and quantity in a competitive market.</p> <p><b>E.6.7</b> Compare and contrast different types of financial investments.</p>	<p><b>Employability</b></p> <p><b>9-10.WE.5</b> Able to exercise flexibility in responding to change.</p> <p><b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>11-12.WE.7</b> Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5</p>

# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<p>stock prices and supply and demand.</p> <ul style="list-style-type: none"> <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>Financial Literacy</b>  <b>4540.D6.3</b> Apply strategies for creating wealth and building assets.            a. Compare various investing strategies for their potential to build wealth.            b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.            c. Calculate the end value of lump sum and periodic investments.</p> <p><b>4540.D6.4</b> Compare saving and investment alternatives.            a. Analyze the characteristics (such as earnings, risks, liquidity) and benefits of various saving and investment options in the current economy.            b. Analyze investment alternatives utilizing principles of inflation and other economic factors.</p> <p><b>4540.D6.5</b> Describe how to buy and sell investments.            a. Compare advantages and disadvantages of buying and selling investments through various channels, including financial advisors, investment clubs, and online brokers.            b. Compare the investment objectives and historical rates of return of various investment options.</p> <p><b>4540.D6.6</b> Analyze factors that affect the rate of return on investments.            a. Analyze the rate of return on investments using time value of money and economic conditions as factors.            b. Calculate the amount of taxes on investments and income tax-free earnings.</p>		<p>11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p> <p><b>Mathematics Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.2:</b> Reason abstractly and quantitatively  <b>PS.6:</b> Attend to precision.</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>Economics</b>  <b>E.1.2</b> Identify incentives and explain how they influence economic behavior and decision-making.</p> <p><b>Financial Literacy</b>  <b>4540.D6.3</b> Apply strategies for creating wealth and building assets.            a. Compare various investing strategies for their potential to build wealth.            b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.            c. Calculate the end value of lump sum and periodic investments.</p>	<p><b>Employability</b>  <b>9-10.WE.5</b> Able to exercise flexibility in responding to change.  <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.  <b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.  <b>11-12.WE.7</b> Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.5            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2</p>

# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<ul style="list-style-type: none"> <li>Evaluate the success of a fictitious stock portfolio in relation to market events.</li> </ul>	<p><b>Literacy in SS</b> 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>11-12.LS.12</b> Complete activities and assignments thoroughly and accurately.</p>	<p>11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p> <p><b>Mathematics Process Standards</b> <b>PS.5:</b> Use appropriate tools strategically. <b>PS.6:</b> Attend to precision.</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>Financial Literacy</b> <b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions. a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime. b. Analyze ways financial responsibility is different for individuals with and without dependents.</p> <p><b>4540.D6.5</b> Describe how to buy and sell investments. a. Compare advantages and disadvantages of buying and selling investments through various channels, including financial advisors, investment clubs, and online brokers. b. Compare the investment objectives and historical rates of return of various investment options.</p> <p><b>4540.D6.6</b> Analyze factors that affect the rate of return on investments. a. Analyze the rate of return on investments using time value of money and economic conditions as factors. b. Calculate the amount of taxes on investments and income tax-free earnings.</p>	<p><b>Employability</b> <b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance. <b>9-10.WE.1</b> Demonstrate control over self while considering the future impact of choices. <b>9-10.WE.5</b> Able to exercise flexibility in responding to change. <b>9-10.SE.3</b> Able to listen to others' ideas and respect different ways of being and doing. <b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication. <b>11-12.WE.7</b> Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making. <b>11-12.SE.6</b> Find constructive solutions and work toward compromise.</p> <p><b>PCCS</b> <b>6.3</b> Interact effectively with others in a respectable, professional manner <b>7.2</b> Demonstrate knowledge and skills needed for effective communication in school, life and career settings</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.6</p> <p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6</p> <p><b>Mathematics Process Standards</b> <b>PS.2:</b> Reason abstractly and quantitatively.. <b>PS.6:</b> Attend to precision</p>



# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<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>Economics</b>  <b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>Financial Literacy</b>  <b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions.            a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime.            b. Analyze ways financial responsibility is different for individuals with and without dependents.</p> <p><b>4540.D6.5</b> Describe how to buy and sell investments.            a. Compare advantages and disadvantages of buying and selling investments through various channels, including financial advisors, investment clubs, and online brokers.            b. Compare the investment objectives and historical rates of return of various Investment options.</p> <p><b>4540.D6.6</b> Analyze factors that affect the rate of return on investments.            a. Analyze the rate of return on investments using time value of money and economic conditions as factors.            b. Calculate the amount of taxes on investments and income tax-free earnings.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.            9-10.LH.5.1: Write arguments focused on discipline-specific content.</p>	<p><b>Employability</b>  <b>11-12.WE.5</b> Clarify goals, develop a timeline, and determine most effective strategies to complete goals on time.</p> <p><b>9-10.WE.3</b> Utilize self-efficacy to plan and achieve goals.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p> <p><b>11-12.LS.12</b> Complete activities and assignments thoroughly and accurately.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.2            9-10.W.5            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.7</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6            11-12.CC.7</p> <p><b>Mathematics Process Standards</b>  <b>PS.2:</b> Reason abstractly and quantitatively.  <b>PS.5:</b> Use appropriate tools strategically.  <b>PS.6:</b> Attend to precision</p>
<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>Economics</b>  <b>E.3.1</b> Explain the advantages and disadvantages of various types of firms including sole proprietorships, partnerships, and corporations.  <b>E.6.7</b> Compare and contrast different types of financial investments.</p>	<p><b>Employability</b>  <b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>9-10.WE.6</b> Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4</p> <p><b>Grades 11-12</b>            11-12.RC.4</p>



# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
		<p><b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p>	<p>11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b> <b>PS.2:</b> Reason abstractly and quantitatively. <b>PS.6:</b> Attend to precision</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>Economics</b> <b>E.3.5</b> Explain how competition in markets affects price and quantity.</p> <p><b>Financial Literacy</b> <b>4540.D6.5</b> Describe how to buy and sell investments. a. Compare advantages and disadvantages of buying and selling investments through various channels, including financial advisors, investment clubs, and online brokers. b. Compare the investment objectives and historical rates of return of various Investment options.</p>	<p><b>Employability</b> <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.4 9-10.W.5 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.10 11-12.RC.11 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b> <b>PS.1:</b> Make sense of problems and persevere in solving them. <b>PS.2:</b> Reason abstractly and quantitatively <b>PS.6:</b> Attend to precision</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> </ul>	<p><b>Financial Literacy</b> <b>4540.D6.5</b> Describe how to buy and sell investments. a. Compare advantages and disadvantages of buying and selling investments through various channels, including financial advisors, investment clubs, and online brokers. b. Compare the investment objectives and historical rates of return of various Investment options.</p>	<p><b>Employability</b> <b>9-10.M.2</b> Able to view feedback as data' that helps the learning process. <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence. <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p>

# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<ul style="list-style-type: none"> <li>Express why investors research companies before making investment decisions.</li> </ul>	<p><b>Economics</b>  <b>E.6.7</b> Compare and contrast different types of financial investments.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>		<p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4</p> <p><b>Mathematics Process Standards</b>  <b>PS.6:</b> Attend to precision</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>Financial Literacy</b>  <b>4540.D6.3</b> Apply strategies for creating wealth and building assets.            a. Compare various investing strategies for their potential to build wealth.            b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.            c. Calculate the end value of lump sum and periodic investments.</p> <p><b>4540.D6.4</b> Compare saving and investment alternatives.            a. Analyze the characteristics (such as earnings, risks, liquidity) and benefits of various saving and investment options in the current economy.            b. Analyze investment alternatives utilizing principles of inflation and other economic factors.</p> <p><b>4540.D6.5</b> Describe how to buy and sell investments.            a. Compare advantages and disadvantages of buying and selling investments through various channels, including financial advisors, investment clubs, and online brokers.            b. Compare the investment objectives and historical rates of return of various Investment options.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b>  <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4</p> <p><b>Mathematics Process Standards</b>  <b>PS.6:</b> Attend to precision</p>

# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<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>Economics</b></p> <p><b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>E.6.7</b> Compare and contrast different types of financial investments.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D1.2</b> Demonstrate taking responsibility for personal financial decisions.</p> <p>a. Explain how individuals demonstrate responsibility for financial well-being over a lifetime.</p> <p>b. Analyze ways financial responsibility is different for individuals with and without dependents.</p>	<p><b>Employability</b></p> <p><b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p> <p><b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p> <p><b>PCCS</b></p> <p><b>1.3</b> Determine personal priorities and goals for life and career.</p> <p><b>4.3</b> Apply a decision-making process to identify short- and long-term life and career goals</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision</p>

# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<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>Economics</b></p> <p><b>E.2.1</b> Define supply and demand and explain the causes of the Law of Supply and the Law of Demand.</p> <p><b>E.2.4</b> Identify factors that cause changes in market supply and demand and how these changes affect price and quantity in a competitive market.</p> <p><b>E.3.5</b> Explain how competition in markets affects price and quantity.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision</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>Financial Literacy</b></p> <p><b>4540.D6.7</b> Analyze how agencies that regulate financial markets protect investors.</p> <p>a. Explain how federal and state financial regulatory agencies decrease savings and investing risks.</p> <p>b. Identify additional services and benefits of the Indiana Securities Division and other federal and state regulators.</p>	<p><b>Employability</b></p> <p><b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance..</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p>

# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
			11-12.CC.4  <b>Mathematics Process Standards</b> <b>PS.6:</b> Attend to precision
<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>Economics</b></p> <p><b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>E.6.7</b> Compare and contrast different types of financial investments.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D6.3</b> Apply strategies for creating wealth and building assets.</p> <p>a. Compare various investing strategies for their potential to build wealth.</p> <p>b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.</p> <p>c. Calculate the end value of lump sum and periodic investments.</p> <p><b>Literacy in SS</b></p> <p>11-12.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p><b>Employability</b></p> <p><b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</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. You might want to set time parameters on this project, such as a month, six weeks, or some other period of time that makes sense for students to be able to track their portfolios.</p>	<p><b>Economics</b></p> <p><b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D6.3</b> Apply strategies for creating wealth and building assets.</p> <p>a. Compare various investing strategies for their potential to build wealth.</p> <p>b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.</p> <p>c. Calculate the end value of lump sum and periodic investments.</p>	<p><b>Employability</b></p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.WE.4</b> Demonstrate organizational skills while completing project-based learning experiences and activities.</p> <p><b>9-10.LS.1</b> Write documents for a variety of purposes and audiences using varied media formats.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4</p>

# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<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>Literacy in SS</b></p> <p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>11-12.LH.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem;</p>	<p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>11-12.LS.10</b> Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data.</p>	<p>11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision</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>Economics</b></p> <p><b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>Literacy in SS</b></p> <p>11-12.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>11-12.LH.2.3: Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.8</b> Participate in challenging learning activities and/or coursework related to career goals.</p> <p><b>9-10.LS.9</b> Complete activities and assignments thoroughly and accurately.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>11-12.WE.8</b> Show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations, and taking responsibility for creating a safe, positive work environment.</p> <p><b>11-12.SE.5</b> Recognize the importance of diverse perspectives within communication and seek understanding.</p> <p><b>11-12.LS.13</b> Generate solutions critiqued with reason, logic, and inferences about alternatives.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.6:</b> Attend to precision</p>

# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<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>Economics</b>  <b>E.3.1</b> Explain the advantages and disadvantages of various types of firms including sole proprietorships, partnerships, and corporations.</p> <p><b>Financial Literacy</b>  <b>4540.D6.3</b> Apply strategies for creating wealth and building assets.            a. Compare various investing strategies for their potential to build wealth.            b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.            c. Calculate the end value of lump sum and periodic investments.</p> <p><b>Literacy in SS</b>            9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b>  <b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4</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>Economics</b>  <b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>Financial Literacy</b>  <b>4540.D6.3</b> Apply strategies for creating wealth and building assets.            a. Compare various investing strategies for their potential to build wealth.            b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.            c. Calculate the end value of lump sum and periodic investments.</p>	<p><b>Employability</b>  <b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>9-10.M.3</b> Demonstrate an awareness of strengths and weaknesses while accepting constructive criticism from others to improve results.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4</p> <p><b>Mathematics Process Standards</b>  <b>PS.6:</b> Attend to precision</p>



# JA Take Stock in Your Future

JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
<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>Economics</b></p> <p><b>E.1.4</b> Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D5.2</b> Examine various types of financial risk and risk management strategies.</p> <p>a. Describe ways people can manage risk through avoidance, reduction, retention, assumption, and transfer of risk.</p> <p><b>4540.D6.3</b> Apply strategies for creating wealth and building assets.</p> <p>a. Compare various investing strategies for their potential to build wealth.</p> <p>b. Analyze investment possibilities utilizing the principles of time value of money and opportunity costs.</p> <p>c. Calculate the end value of lump sum and periodic investments.</p> <p><b>4540.D6.6</b> Analyze factors that affect the rate of return on investments.</p> <p>a. Analyze the rate of return on investments using time value of money and economic conditions as factors.</p> <p>b. Calculate the amount of taxes on investments and income tax-free earnings.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p> <p><b>11-12.WE.7</b> Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.6:</b> Attend to precision</p>
<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>Financial Literacy</b></p> <p><b>4540.D6.6</b> Analyze factors that affect the rate of return on investments.</p> <p>a. Analyze the rate of return on investments using time value of money and economic conditions as factors.</p> <p>b. Calculate the amount of taxes on investments and income tax-free earnings.</p> <p><b>Literacy in SS</b></p> <p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grade level.</p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including</p>	<p><b>Employability</b></p> <p><b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.10 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10</p>

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JA Take Stock in Your Future Session Descriptions	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA Math Standards
	vocabulary describing political, social, or economic aspects of history/social studies		11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4  <b>Mathematics Process Standards</b> <b>PS.2:</b> Reason abstractly and quantitatively <b>PS.6:</b> Attend to precision
<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>Literacy in SS</b></p> <p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grade level.</p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4            9-10.RC.9            9-10.RC.10            9-10.RC.11            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4</p>

# JA Titan

<b>JA Titan Session Details</b>	<b>Social Studies, Financial Literacy and Economics Standards</b>	<b>Employability Skills and Preparing for College &amp; Questions Standards</b>	<b>ELA and Math Standards</b>
<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>Economics</b></p> <p><b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D3.2</b> Develop a personal financial plan to demonstrate the ability to use money management skills and strategies.</p> <p>a. Create a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses.</p> <p>b. Analyze and adjust budget categories to manage spending and achieve financial goals.</p> <p>c. Develop a personal financial plan that shows allocation of income, spending, saving, investing and sharing/giving over a year-long time span.</p> <p>d. Analyze a plan to secure funding for a financial goal (such as college, major consumer purchases, etc.).</p> <p><b>4540.D3.3</b> Develop a system for keeping and using financial records.</p> <p>a. Utilize a system to record income and spending for categories such as purchases, services, and taxes.</p> <p>b. Demonstrate recordkeeping that utilizes digital financial management systems.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.</p> <p><b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.6:</b> Attend to precision</p>

# JA Titan

<b>JA Titan Session Details</b>	<b>Social Studies, Financial Literacy and Economics Standards</b>	<b>Employability Skills and Preparing for College &amp; Questions Standards</b>	<b>ELA and Math Standards</b>
<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>Economics</b>  <b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</p> <p><b>Financial Literacy</b>  <b>4540.D3.2</b> Develop a personal financial plan to demonstrate the ability to use money management skills and strategies.            a. Create a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses.            b. Analyze and adjust budget categories to manage spending and achieve financial goals.            c. Develop a personal financial plan that shows allocation of income, spending, saving, investing and sharing/giving over a year-long time span.            d. Analyze a plan to secure funding for a financial goal (such as college, major consumer purchases, etc.).  <b>4540.D3.3</b> Develop a system for keeping and using financial records.            a. Utilize a system to record income and spending for categories such as purchases, services, and taxes.            b. Demonstrate recordkeeping that utilizes digital financial management systems.</p>	<p><b>Employability</b>  <b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.  <b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.  <b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.9            9-10.RC.11            9-10.W..2            9-10.W.4            9-10.W.5            9-10.W..6            9-10.W..7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.7</p> <p><b>Grades 11-12</b>            11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6            11-12.CC.7</p> <p><b>Mathematics Process Standards</b>  <b>PS.1:</b> Make sense of problems and persevere in solving them.  <b>PS.2:</b> Reason abstractly and quantitatively  <b>PS.5:</b> Use appropriate tools strategically  <b>PS.6:</b> Attend to precision</p>
<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> </ul>	<p><b>Economics</b>  <b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</p> <p><b>Financial Literacy</b>  <b>4540.D3.2</b> Develop a personal financial plan to demonstrate the ability to use money management skills and strategies.</p>	<p><b>Employability</b>  <b>9-10.M.1</b> Seek and participate in challenging learning activities related to career goals.  <b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.  <b>9-10.LS.7</b> Predict outcomes to problems based on data and</p>	<p><b>Grades 9-10</b>            9-10.RC.4            9-10.RC.9            9-10.RC.11            9-10.W..2            9-10.W..6            9-10.W..7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.7</p>

# JA Titan

JA Titan Session Details	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<ul style="list-style-type: none"> <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>a. Create a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses.</p> <p>b. Analyze and adjust budget categories to manage spending and achieve financial goals.</p> <p>c. Develop a personal financial plan that shows allocation of income, spending, saving, investing and sharing/giving over a year-long time span.</p> <p>d. Analyze a plan to secure funding for a financial goal (such as college, major consumer purchases, etc.).</p> <p><b>4540.D3.3</b> Develop a system for keeping and using financial records.</p> <p>a. Utilize a system to record income and spending for categories such as purchases, services, and taxes.</p> <p>b. Demonstrate recordkeeping that utilizes digital financial management systems.</p> <p><b>Economics</b> E.1.5 Define scarcity and explain how choices incur opportunity costs and trade-offs.</p> <p><b>Literacy in SS</b> 9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	evidence.	<p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b> PS.1: Make sense of problems and persevere in solving them. PS.2: Reason abstractly and quantitatively PS.5: Use appropriate tools strategically PS.6: Attend to precision</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>Economics</b> E.1.2 Identify incentives and explain how they influence economic behavior and decision-making.</p> <p>E.1.4 Explain that voluntary exchange occurs when households, businesses, and governments expect to gain.</p> <p>E.2.2 Recognize that consumers ultimately determine what is produced in a market economy.</p>	<p><b>Employability</b> <b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance. <b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>Problem Solving</b>      <b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.CC.1</p>

# JA Titan

JA Titan Session Details	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
			11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7  <b>Mathematics Process Standards</b> <b>PS.6: Attend to precision</b>
<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>Economics</b></p> <p><b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</p> <p><b>E.1.9</b> Illustrate how investment in physical and human capital can raise productivity and future standards of living.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4            9-10.RC.9            9-10.RC.11            9-10.W.2            9-10.W.4            9-10.W.5            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4            11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.2            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6            11-12.CC.7</p> <p><b>Mathematics Process Standards</b>  <b>PS.6: Attend to precision</b></p>

# JA Titan

JA Titan Session Details	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<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>Economics</b></p> <p><b>E.2.1</b> Define supply and demand and explain the causes of the Law of Supply and the Law of Demand.</p> <p><b>E.2.3</b> Illustrate how supply and demand determine equilibrium price and quantity.</p> <p><b>E.2.4</b> Identify factors that cause changes in market supply and demand and how these changes affect price and quantity in a competitive market.</p> <p><b>E.3.5</b> Explain how competition in markets affects price and quantity.</p> <p><b>Literacy in SS</b></p> <p>9-10.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies</p>	<p><b>Employability</b></p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>PCCS</b></p> <p><b>6.3</b> Interact effectively with others in a respectable, professional manner</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.2:</b> Reason abstractly and quantitatively</p> <p><b>PS.5:</b> Use appropriate tools strategically</p> <p><b>PS.6:</b> Attend to precision</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> <li>Use a budget as a strategy to monitor income, expenses, and other financial records.</li> </ul>	<p><b>Economics</b></p> <p><b>E.1.1</b> Define and identify each of the productive resources (natural, human, capital) and explain why each is necessary for the production of goods and services.</p> <p><b>E.1.5</b> Define scarcity and explain how choices incur opportunity costs and trade-offs.</p> <p><b>Financial Literacy</b></p> <p><b>4540.D3.2</b> Develop a personal financial plan to demonstrate the ability to use money management skills and strategies.</p> <p>a. Create a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses.</p> <p>b. Analyze and adjust budget categories to manage spending and achieve financial goals.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10. WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>11-12.WE.2</b> Complete tasks or activities with minimal prompting and guidance.</p> <p><b>PCCS</b></p> <p><b>6.3</b> Interact effectively with others in a respectable, professional manner</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.W.2 9-10.W.6 9-10.W.7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4</p>



# JA Titan

JA Titan Session Details	Social Studies, Financial Literacy and Economics Standards	Employability Skills and Preparing for College & Questions Standards	ELA and Math Standards
<ul style="list-style-type: none"> <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>c. Develop a personal financial plan that shows allocation of income, spending, saving, investing and sharing/giving over a year-long time span.</p> <p>d. Analyze a plan to secure funding for a financial goal (such as college, major consumer purchases, etc.).</p> <p><b>4540.D3.3</b> Develop a system for keeping and using financial records.</p> <p>a. Utilize a system to record income and spending for categories such as purchases, services, and taxes.</p> <p>b. Demonstrate recordkeeping that utilizes digital financial management systems.</p>		<p>11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards.</b> <b>PS.2:</b> Reason abstractly and quantitatively <b>PS.6:</b> Attend to precision</p>
<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>Economics</b></p> <p><b>E.3.5</b> Explain how competition in markets affects price and quantity.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p>	<p><b>Grades 9-10</b> 9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b> 11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b> <b>PS.6:</b> Attend to precision</p>

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<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>Economics</b></p> <p><b>E.3.5</b> Explain how competition in markets affects price and quantity.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.2</b> Able to communicate knowledge and thinking through effective oral presentations.</p> <p><b>9-10.LS.3</b> Create presentation media for a variety of audiences.</p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W..6 9-10.W..7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5 11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7</p> <p><b>Mathematics Process Standards</b></p> <p><b>PS.6:</b> Attend to precision</p>
<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>Financial Literacy</b></p> <p><b>4540.D3.6</b> Connect the role of charitable giving, volunteer service, and philanthropy to community development and quality of life.</p> <p>a. Demonstrate budgeting financial and other resources to make contributions to a charitable organization.</p>	<p><b>Employability</b></p> <p><b>9-10.LS.7</b> Predict outcomes to problems based on data and evidence.</p> <p><b>9-10.LS.10</b> Able to approach problems with reasoning and logic to hypothesize results.</p> <p><b>9-10.LS.11</b> Able to combine concepts in different ways to create new ideas and innovative solutions.</p> <p><b>PCCS</b></p> <p><b>1.1</b> Assess personal, family and community standards, values and ethics</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.4 9-10.RC.9 9-10.RC.11 9-10.W.2 9-10.W.4 9-10.W.5 9-10.W..6 9-10.W..7 9-10.CC.1 9-10.CC.2 9-10.CC.3 9-10.CC.4 9-10.CC.5 9-10.CC.7</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.4 11-12.RC.5 11-12.RC.10 11-12.RC.11 11-12.W.2 11-12.W.4 11-12.W.5</p>

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			11-12.CC.1 11-12.CC.2 11-12.CC.3 11-12.CC.4 11-12.CC.5 11-12.CC.6 11-12.CC.7
<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>11-12.LH.4.1: Integrate and evaluate multiple sources of information presented in diverse formats and media</p> <p>11-12.LH.4.3: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>Employability</b></p> <p><b>9-10.SE.2</b> Come to class prepared to learn.</p> <p><b>9-10.SE.6</b> Demonstrate ability to give and receive feedback to work towards effective communication skills.</p> <p><b>PCCS</b></p> <p><b>6.3</b> Interact effectively with others in a respectable, professional manner</p>	<p><b>Grades 9-10</b></p> <p>9-10.RC.9            9-10.RC.11            9-10.W.6            9-10.W.7            9-10.CC.1            9-10.CC.2            9-10.CC.3            9-10.CC.4            9-10.CC.5            9-10.CC.6</p> <p><b>Grades 11-12</b></p> <p>11-12.RC.5            11-12.RC.10            11-12.RC.11            11-12.W.4            11-12.W.5            11-12.CC.1            11-12.CC.2            11-12.CC.3            11-12.CC.4            11-12.CC.5            11-12.CC.6</p>