



empowering young people to
own their economic success®

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

Updated November 2021

[Wisconsin 2018 Revised Social Studies Standards](#)

[Family and Consumer Science](#)

[Personal Financial Literacy](#)

[WCCTS Career Development](#)

Common Core State Standards Included

Junior Achievement USA®

One Education Way

Colorado Springs, CO 80906

Overview

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

In this document, Junior Achievement programs are correlated to Wisconsin State Academic Standards for Social Studies, Family and Consumer Sciences, Personal Financial Literacy and the WCCTS Career Development Standards. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed. Alternate delivery methods, such as remote digital delivery and student self-guided options, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

High School Programs

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

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

[JA Be Entrepreneurial \(modular\)](#) is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators. 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®](#) equips students with the tools and skills required to earn and keep a job.

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

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

[JA Job Shadow™](#) prepares students to acquire and apply the skills needed in demanding and ever-changing workplaces.

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

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

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

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

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

[JA Inspire Virtual®](#) 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 All About Cars

| Session Description | Social Studies Standards | Business and Information Technology | Common Core ELA |
|--|---|---|---|
| <p>Session One: All About Cars</p> <p>JA All About Cars introduces students to the essential costs related to buying and operating a first car and offers tips on being a smart consumer when purchasing a vehicle. In this volunteer-led session, students will consider their needs and wants to make a real-world connection to the car-buying experience to help motivate them to make good financial decisions when buying or leasing.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Assess their driving needs • Prioritize the car features that best meet their needs • Compare the advantages of buying versus leasing a car • Identify a car that meets their driving needs | <p>Social Studies/Economics</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>Business and Information Technology</p> <p>PF4.a.2.m: Compare and contrast the total cost of repaying a loan.</p> | <p>Grades 9–10 RI.9-10.2,4,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> |

JA Be Entrepreneurial

| Session Descriptions | Social Studies Standards | Marketing Management and Entrepreneurship | Common Core ELA | Common Core Math |
|--|--|--|--|---|
| <p>Session One: Introduction to Entrepreneurship</p> <p>Students test their knowledge about entrepreneurship. They begin the process to select a product or service for a business venture.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the elements of a successful business startup Evaluate myths and facts about entrepreneurship Consider product-development options | <p>Social Studies/Economics</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF8.a.14.h Conduct a self-assessment to determine entrepreneurial potential.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |
| <p>Session Two: What's My Business?</p> <p>Students select a product or service for a business venture.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of carefully selecting a product or service before starting a business Apply passions, talents, and skills to a market-needs assessment to determine the basis of a business plans | <p>NA</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF8.a.15.h Predict and describe the impact of current entrepreneurial success on the future.</p> <p>MF8.a.16.h Research the correlation between trends and entrepreneurial success.</p> <p>MF9.a.11.h Explain the need for entrepreneurial discovery.</p> <p>MF9.c.6.h Describe processes used to acquire adequate resources for venture creation.</p> <p>WCCTS</p> <p>4C1.a.7.h Develop original ways to solve a given problem.</p> <p>4C1.a.8.h: Design a product or service that could fulfill a human need or desire.</p> <p>4C1.b.8.h: Work as part of a team to design a product or service that could fulfill a human need or desire.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>Mathematical Practices</p> <ol style="list-style-type: none"> |
| <p>Session Three: Who's My Customer?</p> <p>Students analyze potential markets.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of analyzing markets Apply a needs assessment of the market available to a specific product | <p>Social Studies/Economics</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF9.a.14.h Assess opportunities for venture creation.</p> <p>MF9.a.15.h Generate ideas for a school-based enterprise.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |

JA Be Entrepreneurial

| Session Descriptions | Social Studies Standards | Marketing Management and Entrepreneurship | Common Core ELA | Common Core Math |
|--|--|---|--|---|
| <p>Session Four: What's My Advantage?</p> <p>Students determine how to set a product apart from its competition</p> <p>Students will:</p> <ul style="list-style-type: none"> Define competitive advantages and recognize them in other businesses <p>Express the importance of selecting competitive advantages that offer an edge over the competition for a product and market.</p> | <p>Social Studies/Economics</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF9.a.16.h Determine feasibility of venture ideas for a school-based enterprise or community activity.</p> <p>MF9.b.12.h Assess start-up requirements.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |
| <p>Session Five: Competitive Advantages</p> <p>Students decide how to set a product or service apart from the competition.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate competitive advantages Select competitive advantages that will drive a developing business venture | <p>Social Studies/Economics</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF5.b: Evaluate how competition between buyers and sellers influences both the quantity produced and the price of a good or service.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |
| <p>Session Six: Ethics Are Good for Business</p> <p>Students consider consequences in making ethical business decisions.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate short- and long-term consequences in making ethical decisions Express that being ethical can be good for business | <p>Social Studies/Economics</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>WCCTS</p> <p>4C3.c.3.e: Explain ways in which an act might be considered ethical or unethical.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |
| <p>Session Seven: The Business Plan</p> <p>Students compile a sample business plan.</p> <p>Students will:</p> <ul style="list-style-type: none"> Compile entrepreneurial elements into a sample business plan | <p>Social Studies/Economics</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF9.15.h Use components of a business plan to define venture idea.</p> | <p>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>Mathematical Practices</p> <p>1-7</p> |

JA Be Entrepreneurial Creative Problem Solving

| Session Description | Social Studies Standards | Business and Information Technology; Marketing Management and Entrepreneurship; WCCTS | Common Core ELA |
|--|--|--|---|
| <p>Session One: Identifying the Problem</p> <p>Students are oriented to problem/solution thinking practices and introduced to the Design Thinking process of creative problem solving. They explore the first step (Empathize) that teaches them to look at problems as human-centered, from the customer’s perspective.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe how brainstorming several ideas and then picking the best options will lead to creative problem solving. Describe the Design Thinking model and the steps involved in the process. Describe the advantages of applying the Design Thinking model to new ideas or problem solving. Describe the Empathize step in the Design Thinking model. Demonstrate how an empathy map can be used to identify a user’s needs. | <p>Social Studies/Economics</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p> | <p>Business and Information Technology</p> <p>EC1.a.6.m: Develop a solution to a problem and identify the [opportunity cost.]</p> | <p>Grades 9–10 RI.2,4,8 W.4,7 SL.1,2,3,4,6 L.1,2,3,4,6</p> <p>Grades 11–12 RI.2,4,6 SL. 1,2,3,4,6 L.1,2,3,4,6 W.4,7 RH.9-12 2,4, 5,7,9 WhST4,6,7,9</p> |
| <p>Session Two: Exploring Solutions</p> <p>Students focus on the second and third steps of the Design Thinking process (Define and Ideate). They summarize the root cause of the issue in a problem statement and then use brainstorming techniques to generate viable ideas as solutions.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the Define step in the Design Thinking model. Demonstrate how to write a short, clear problem statement that reflects the problem to be solved. Describe the Ideate step in the Design Thinking model. Apply ideation methods by brainstorming ideas in a fast-paced activity. | <p>Social Studies/Economics</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p> | <p>Business and Information Technology</p> <p>EN2.b.2.e: Generate alternative solutions to a given problem.</p> | <p>Grades 9–10 RI. 2,4,8 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 RI. 2,4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6 W.4 RH.9-12 1,2,4,5,6,7,9 WhST 1, 4,6,9</p> |

JA Be Entrepreneurial Creative Problem Solving

| Session Description | Social Studies Standards | Business and Information Technology; Marketing Management and Entrepreneurship; WCCTS | Common Core ELA |
|---|--|---|---|
| <p>Session Three: Prototyping the Solution</p> <p>Students use rapid prototyping techniques to create an inexpensive model of their solution for customer review and feedback. This process teaches the importance of keeping customers involved in the process without large investments of time or money.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the Prototype step in the Design Thinking model. Construct a prototype based on a problem statement and a brainstormed solution to the problem. | NA | <p>Marketing Management and Entrepreneurship</p> <p>MF9.a.4.e: Use a variety of [idea- generation methods] (i.e. brainstorming, creativity activities, research, etc.) to complete a project or activity.</p> <p>WCCTS</p> <p>C1.a.8.h: Design a product or service that could fulfill a human need or desire</p> | <p>Grades 9–10</p> <p>RI.2,4 W. 4 SL.1,2,3,6 L. 1,2,3,4,6</p> <p>Grades 11–12</p> <p>RI.4,8 SL. .1,2,3,6 L. 1,2,3,4,6 W 4 RH 9-12 1,2,4,5,7 WhST 4,6</p> |
| <p>Session Four: Testing the Solution</p> <p>Students devise testing plans to validate the design and function of their prototyped ideas with customer participants. User testing emphasizes the importance of ongoing improvement cycles in the Design Thinking model.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the Test step in the Design Thinking model. Develop a testing plan for a given product and target audience. | NA | <p>WCCTS</p> <p>CS1.e: Demonstrate skills needed for product development, testing and presentation.</p> | <p>Grades 9–10</p> <p>RI. 2,4 W. 2,4,7 SL.1,2,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12</p> <p>RI.4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p>RH 9-12 1,4,5,7 WhST 4,6,7,9</p> |
| <p>Session Five: Applying Design Thinking (Optional, Self-Guided)</p> <p>Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use the Design Thinking model to create a solution to an identified problem. Produce an artifact for each step of the Design Thinking process to demonstrate their work. | <p>Social Studies/Economics</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p> | <p>WCCTS</p> <p>CS1.e: Demonstrate skills needed for product development, testing and presentation.</p> | <p>Grades 9–10</p> <p>RI.2,4 W. 2,4,7 SL.2,3,4,6 L.1,2,3,4,6</p> <p>Grades 11–12</p> <p>RI.2,4 SL. 2,3,4,6 L. .1,2,3,4,6</p> <p>RH 9-12 1-9 WhST 1.4.6.7.9</p> |

JA Be Entrepreneurial Think Like an Entrepreneur

| Session Description | Social Studies Standards Personal Financial Literacy | Marketing Management and Entrepreneurship; Business and Information Technology | Common Core ELA |
|---|---|--|--|
| <p>Session One: Developing a Mindset</p> <p>Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define entrepreneurship and some key qualities of entrepreneurs. • Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship. • Describe the advantages in life of embracing a growth mindset. • Define the entrepreneurial mindset. • Describe the key characteristics of a successful entrepreneur’s mindset. | <p>Personal Financial Literacy</p> <p>FM2.a.h Assess the impact of individual values and behaviors on financial decisions and goals.</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF8: Students will describe the concepts and processes associated with successful entrepreneurial performance.</p> <p>MF8.a: Describe the role and function of entrepreneurship.</p> <p>MF8.a.1.e: Explain the concept of entrepreneurship.</p> <p>MF9.a.7.m: Explain the importance of how an entrepreneur generates ideas, recognizes opportunities and determines the feasibility of the venture.</p> <p>Business and Information Technology</p> <p>EN1.a.1.e: Identify the characteristics of a successful entrepreneur.</p> <p>EN1.a.2.m: Identify one's own personal traits that are typical characteristics of an entrepreneur.</p> | <p>Grades 9–10 RI.4 W.4 SL.1,2,3 L.1,2,4,6</p> <p>Grades 11–12 RI.4 SL.1,2,3 L.1,2,3,4,6 W 4 RH 9-12 2,4,7,9</p> |
| <p>Session Two: Assessing Entrepreneurial Potential</p> <p>Students demonstrate their understanding of the entrepreneurial characteristics by identifying prevalent skills in scenarios. Then, they complete an introspective personal assessment about their entrepreneurial potential.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyze the characteristics of the entrepreneurial mindset. • Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment. | <p>Personal Financial Literacy</p> <p>FM2.b.h Evaluate strategies individuals use to manage emotions impacting financial decisions.</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF9.a.12.h: Discuss entrepreneurial discovery processes.</p> <p>MF8.a.14.h: Conduct a self-assessment to determine entrepreneurial potential.</p> <p>Business and Information Technology</p> <p>EN1.a.4.h: Analyze the degree to which one possesses the characteristics of an entrepreneur.</p> | <p>Grades 9–10 RI.2,4,8 SL.1,2,3 L.1-6</p> <p>Grades 11–12 RI.2,4 SL. 1,2,3 L.1,4,6 RH 9-12 1,2,4,5,7</p> |

JA Be Entrepreneurial Think Like an Entrepreneur

| Session Description | Personal Financial Literacy | Marketing Management and Entrepreneurship | Common Core ELA |
|--|--|--|--|
| <p>Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)</p> <p>Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate the results of the entrepreneurial mindset self-assessment. • Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset. | <p>Personal Financial Literacy</p> <p>FM2.b.h Evaluate strategies individuals use to manage emotions impacting financial decisions.</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF9.a.12.h: Discuss entrepreneurial discovery processes.</p> <p>MF8.a.14.h: Conduct a self-assessment to determine entrepreneurial potential.</p> | <p>Grades 9–10 RI.2,4 W.2,4,7 SL.1-6 L.1-6</p> <p>Grades 11–12 RI.2,4 SL.1-6 L.1-6 W.2,4,7</p> <p>RH 1,2,4,5,7,8,9</p> <p>WhST 1,4,6,7,9</p> |

JA Be Entrepreneurial Rapid Business Planning

| Session Description | Social Studies Standards | Marketing Management and Entrepreneurship | Common Core ELA |
|--|--|--|---|
| <p>Planning with the Customer in Mind</p> <p>Students are introduced to lean business planning and focus on the customer-focused segments of the Lean Canvas. They identify customer segments, the problem to be solved, and the intended solution.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the purpose of a business plan. • Describe the key elements of the lean business plan model. • State the problem to be solved in the Lean Canvas as a customer-centered problem statement. • Identify the customers in the target audience for the proposed product or service. • Identify the solution that answers the problem statement. | <p>Social Studies/Economics</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF1.b: Identify what motivates decision making through interpretation of customer, client, or business behavior.</p> <p>MF6.a.1.e: Define positive customer relations.</p> <p>MF6.a.2.e: Practice a customer-service mindset in the classroom.</p> <p>MF6.a.9.h: Evaluate the impact of positive customer relations on a [real sales] activity.</p> <p>MF6.b.4.m: Review an example customer/client complaint and provide a solution.</p> | <p>Grades 9–10 RI.2,4,8 W.4 SL.1,2,3,4 L. 1,2,3,4,6</p> <p>Grades 11–12 RI.2,4,8 SL. 1,2,3,4 L. 1,2,3,4,6</p> <p>RH 9-12 1-9 WhST 4,6,9</p> |
| <p>Summarizing the Customer Elements</p> <p>Students learn about customer communication channels and the most effective practices for reaching their customers. Then, they practice completing the customer elements of the lean business plan using an original or supplied idea.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define channels as they relate to business planning • Differentiate uses of each channel based on situations/context • Practice the lean business planning process by applying information to the Problem, Customer Segments, Solution, and Channels sections of the Lean Canvas. | <p>Social Studies/Economics</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p> | <p>Marketing Management and Entrepreneurship</p> <p>MF1.c.2.e: Explain how positive customer service can impact sales.</p> <p>MF6.a: Foster positive relationships with customers to enhance company image and build sales.</p> | <p>Grades 9–10 RI. 2,4 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 RI.2,4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4</p> <p>RH 9-12 1-9 WhST 4,6,9</p> |

JA Be Entrepreneurial Rapid Business Planning

| Session Description | Social Studies Standards | Marketing Management and Entrepreneurship | Common Core ELA |
|--|---|---|--|
| <p>Formulating the Finances:</p> <p>Students focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. Then, they identify what metrics are key to gauge the performance and health of the venture.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the cost structure for a product/service by listing associated fixed and variable costs. Determine the appropriate price for a product/service given data about the associated costs, breakeven point, and desired profitability. Recognize the revenue streams that will generate profitability for a product or service. Explain how key metrics help determine the success of a product/service and impact the business decisions made about it. Explain how key metrics help determine the success of a product/service and impact the business decisions made about it | <p>Social Studies/Economics</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>Marketing Management and Entrepreneurship</p> <p>MC6.b.4.m: Define and classify variable and fixed costs.</p> | <p>Grades 9–10</p> <p>RI.4,8 W. 4 SL.1,2,3,4 L.1,2,3,4,6</p> <p>Grades 11–12</p> <p>RI. 4 SL. 1,2,3,4 L.1,2,3,4,6 W. 4</p> <p>RH 9-12 4,7,9 WhST 4</p> |
| <p>Conveying the Business’s Value:</p> <p>Students identify the business’s unique value and competitive advantage to convey its “edge.” Then, they practice writing compelling unique value proposition (UVP) statements and identifying the business’s competitive advantage.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the process used to convey the unique value proposition of a business idea. Identify what competitive (or unfair) advantage is as it relates to a lean business plan. | <p>NA</p> | <p>Marketing Management and Entrepreneurship</p> <p>MC5.h.3.m: Explain product’s/service’s competitive advantage.</p> <p>MC5.h.10.h: Compare and contrast product/service’s competitive advantages.</p> <p>MC5.h.11.h: Identify product’s/service’s competitive advantage.</p> | <p>Grades 9–10</p> <p>RI. 4,8 W. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12</p> <p>RI. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4</p> <p>RH 9-12 2,4,5,7,9WhST 4,6</p> |

JA Be Entrepreneurial Rapid Business Planning

| Session Description | Social Studies Standards | Business and Information Technology | Common Core ELA |
|---|---|---|---|
| <p>Completing and Testing the Lean Business Plan</p> <p>Students practice completing the marketing and financial elements of the lean business plan using an original or supplied idea. Then, they review the importance of testing the business plan for ongoing refinement.</p> <p>Students will:</p> <ul style="list-style-type: none"> Practice the lean business planning process by applying information to the Cost Structure, Revenue Streams, Key Metrics, Unique Value Proposition, and Competitive (Unfair) Advantage sections of the Lean Canvas Describe the importance of testing and validating the assumptions and ideas that frame a business plan | <p>Social Studies/Economics</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>Business and Information Technology</p> <p>EN2.b.13.h: Develop a business plan for a prospective entrepreneurial venture.</p> <p>MG1.c.13.h: Analyze various business plans to determine whether plans are aligned with the business vision, mission and goals.</p> | <p>Grades 9–10 RI.4 W. 2,4 SL.1,2,4 L. 1,2,3,4,6</p> <p>Grades 11–12 RI.4 SL.1,2,4,6 L. 1,2,3,4,6 W 2,4</p> <p>RH 9-12 4,5,9</p> |
| <p>Developing a Lean Business Plan (Optional, Self-Guided)</p> <p>Students construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning.</p> <p>Students will:</p> <ul style="list-style-type: none"> Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea | <p>Social Studies/Economics</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>Business and Information Technology</p> <p>EN2.b.13.h: Develop a business plan for a prospective entrepreneurial venture.</p> <p>MG1.c.13.h: Analyze various business plans to determine whether plans are aligned with the business vision, mission and goals.</p> | <p>Grades 9–10 RI.4 W. 2,4,7 SL.2,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 RI. 4 SL.1.4 L. 1,2,3,4,6 W 2,4,7</p> <p>RH 9-12 1,2,4,5</p> <p>WhST 1,4,6</p> |

JA Career Exploration Fair High School

| Session Description | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|---|--|--|
| <p>Session One: Before the Fair</p> <p>In the pre-fair session, students will assess their abilities, interests, work preferences, and values in preparation for the JA Career Exploration Fair.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define careers • Differentiate among abilities, interests, work preferences, and values • Identify their personal characteristics | <p>Social Studies</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> | <p>ACP Know</p> <p>Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences that explore or enhance them.</p> | <p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Language L 3 L 4 L 6</p> <p>Social Studies Literacy RH.9-10.3 RH.9-10.4.</p> |
| <p>Session Two: Day of the Fair</p> <p>During the JA Career Exploration Fair, students engage with volunteers and learn more about different businesses and jobs.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Relate the impact of personal interests and abilities on career choices • Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers • Examine how school skills apply to career paths • Explain the importance of staying in school and graduating high school | <p>NA</p> | <p>WCCTS</p> <p>4C1.b.7.h: Incorporate the skills and experiences of others to develop a new solution to a problem. CD1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions. CD2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities CD2.a.2.m: Describe a diverse range of opportunities available beyond high school.</p> <p>ACP Know</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> <p>ACP Explore</p> <p>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments. Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</p> | <p>Reading for Informational Text RI 4 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Language L 3 L 4 L 6</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4</p> |

JA Career Exploration Fair High School

| Session Description | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|--|--|--|---|
| <p>Session Three: After the Fair In the post-fair session, students will reflect on their JA Career Exploration Fair experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify a future career goal • Create a personal action plan | <p>Social Studies</p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> | <p>WCCTS</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> <p>CD1.b.6.h: Develop an action plan to set and achieve realistic goals</p> <p>CD1.d.6.h: Evaluate the impact of personal decision-making strategies on specific outcomes.</p> <p>ACP Know</p> <p>Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc.</p> <p>Connect self-exploration and career exploration to the creation of a personal plan....</p> <p>ACP Explore</p> <p>Describe how careers of interest relate to their assessment information and interests.</p> | <p>Reading for Informational Text</p> <p>RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Social Studies Literacy</p> <p>RH.6-8.3 RH.6-8.4</p> |

JA Career Speaker Series

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|---|---|---|---|
| <p>Session One: Before the Event</p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify skills and interests. • Recognize Career Clusters • Recall future high-demand occupations | <p>Social Studies</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> | <p>WCCTS</p> <p>CD1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.</p> <p>ACP Know</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> <p>ACP Explore</p> <p>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.</p> <p>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</p> | <p>Reading for Informational Text</p> <p>RI 1 RI 4 RI 7</p> <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p> |
| <p>Session Two: During the Event</p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Practice active listening skills. • Equate job responsibilities with skills and interests | <p>NA</p> | <p>WCCTS</p> <p>CD1.d.5.h: Predict the outcome of various decisions on personal, social and career success.</p> <p>CD2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities.</p> <p>CD2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.</p> <p>ACP Explore</p> <p>Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway.</p> <p>ACP GO</p> <p>Explore different career options within career clusters of interest, areas of strengths and interest.</p> | <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p> |

JA Career Speaker Series

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|--|--|--|--|
| <p>Session Three: After the Event</p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize Career Clusters | <p>Social Studies</p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> | <p>WCCTS</p> <p>CD1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.</p> <p>ACP Explore</p> <p>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments</p> | <p>Speaking and Listening</p> <p>SL 1 SL 2</p> <p>Writing</p> <p>W 2 W 4 W 7</p> <p>Language</p> <p>L 3 L 4 L 6</p> |

JA Career Success

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|---|--------------------------|---|---|
| <p>Session One: Get Hired– Critical Thinking and Creativity</p> <p>Students are introduced to the need to be work ready by developing the 4 C’s skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use a problem-solving technique to solve personal and professional problems • Apply critical-thinking skills to work-based problems • Recognize that decisions made in the workplace have consequences | NA | <p>WCCTS</p> <p>4C1.a.7.h Develop original ways to solve a given problem.</p> <p>4C1.a.8.h: Design a product or service that could fulfill a human need or desire.</p> <p>CD1.b.5.h: Use a decision-making and problem-solving model.</p> <p>ACP</p> <p>Receive instruction in study skills. Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.</p> | <p>Grades 9–10 RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4 SL.11-12.1 L.11-12.1</p> |
| <p>Session Two: Get Hired– Communication and Conflict-Management Skills</p> <p>Students apply communication skills to resolve conflicts in work-based scenarios. They role-play conflicts and conflict management and explore behaviors that inflame conflict and behaviors that lead to resolution.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize common responses to conflict • Apply conflict-management skills to resolve work-based issues | NA | <p>WCCTS</p> <p>4C2.a.15.h: Determine the best resolution for a problem, decision or opportunity based on given criteria.</p> <p>4C2.b.5.h: Apply past experience to develop a course of action for a new situation.</p> <p>4C2.b.6.h: Use existing knowledge to develop a resolution for a new situation, problem or opportunity.</p> <p>4C3.c.7.h: Resolve conflicts productively with individuals as they arise.</p> <p>LE1.b.8.h: Apply conflict management skills to help facilitate solutions.</p> <p>ACP</p> <p>Receive instruction in effective collaboration, communication, and leadership skill.</p> | <p>Grades 9–10 RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4 SL.11-12.1 L.11-12.1</p> |

JA Career Success

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|--|--------------------------|---|--|
| <p>Session Three: Get Hired– Collaboration and Creativity</p> <p>Students practice collaboration, a 4 C’s skill, by using a teambuilding model referred to as the GRPI (Goals, Roles and Responsibilities, Processes, and Interpersonal Relationship Skills). The model describes the behaviors found in high-performance teams in the workplace.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate collaboration with team members to accomplish work-based challenges • Recognize the components of a high-performance team | <p>NA</p> | <p>WCCTS</p> <p>4C1.b.7.h: Incorporate the skills and experiences of others to develop a new solution to a problem.</p> <p>4C2.a.14.h: Analyze the impact of a decision using a systems thinking model.</p> <p>4C3.b.7.h: Participate in group processes to generate consensus.</p> <p>CD1.b.5.h: Use a decision-making and problem-solving model.</p> <p>ACP</p> <p>Student-determined self-directed and group inquiry-based and problem solving activities are integrated throughout the curriculum.</p> | <p>Grades 9–10 RI.9-10.4 SL.9-10.1,6 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4 SL.11-12.1 L.11-12.1</p> |
| <p>Session Four: Get Hired– Strong Soft Skills</p> <p>Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job interview workshop to communicate these skills to a potential employer.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify soft skills that are in demand by employers • Demonstrate personal soft skills in a mock interview | <p>NA</p> | <p>WCCTS</p> <p>CD2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans.</p> <p>CD2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.</p> <p>CD4.c.4.h: Model behaviors that demonstrate reliability and dependability.</p> <p>ACP</p> <p>Self-Awareness</p> <p>Possess an understanding of who they are and reflect on this self-awareness, applying it to vision development, goal setting, and creating an ACP.</p> <p>World of Work & Labor Market</p> <p>Learn which different "soft skills" are needed for different pathways, and which are most crucial.</p> <p>Develop effective job seeking tools.</p> | <p>Grades 9–10 RI.9-10.4 W.9-10.2 SL.9-10.1 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4 SL.11-12.1 L.11-12.1</p> |

JA Career Success

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|---|--------------------------|---|---|
| <p>Session Five: Know Your Work Priorities</p> <p>Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of being focused, proactive, and adaptable when exploring careers <p>Rank work environment priorities as an anchor for making career planning decisions</p> | <p>NA</p> | <p>WCCTS</p> <p>CD2.b.9.h: Analyze local and regional labor market and job growth information to select a career pathway for potential advancement.</p> <p>CD3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.</p> <p>CD4.a.6.h: Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.</p> <p>CD4.a.7.h: Assess how flexibility and willingness to learn new knowledge and skills affect employment status.</p> <p>Self-Awareness</p> <p>Interpret and articulate personal strengths and interests. Identify evidence as expressed that relate to the information identified in age-appropriate inventories.</p> <p>Career Exploration</p> <p>Take age-appropriate inventories and assessments for career exploration and reflect on the results.</p> | <p>Grades 9–10</p> <p>RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p>Grades 11–12</p> <p>RI.11-12.4 SL.11-12.1 L.11-12.1</p> |

JA Career Success

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|---|--|--|--|
| <p>Session Six: Know Who’s Hiring</p> <p>In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them.</p> <p>Students will:</p> <ul style="list-style-type: none"> Analyze requirements needed for high-growth industries, such as those offering STEM-related jobs Identify the education and training needed to be adaptable and competitive in the job market. | <p>Social Studies</p> <p>SS Inq.1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>SS Inq.1.b.h Construct questions that support the research and identify the sources that will be used in the student developed research proposal.</p> <p>SS Inq.3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> | <p>WCCTS</p> <p>CD3.b.5.h: Evaluate the relationship between educational achievement and career development.</p> <p>CD3.c.6.h: Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success.</p> <p>ACP</p> <p>Career Exploration</p> <p>Use general career pathway information.</p> <p>Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.</p> <p>Understand the relevance of current studies and activities to developing key skills and understanding related to their career of interest.</p> <p>World of Work & Labor Market</p> <p>Use labor market and other information to understand how salary levels differ</p> <p>Identify the different types of career information to consider when making decisions about career, education and training options.</p> <p>Identify the financial impact of fringe benefits, work schedules, and other information related to the personal and financial value of specific careers.</p> | <p>Grades 9–10 W.9-10.1 L.9-10.1</p> <p>Grades 11–12 L.11-12.1</p> |

JA Career Success

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|--|--------------------------|--|--|
| <p>Session Seven: Know Your Personal Brand</p> <p>Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore how to hunt for a job and the tools needed • Determine choices they can make to create a positive personal brand as they build their careers. | <p>NA</p> | <p>WCCTS</p> <p>CD3.a.14.h: Implement an individual learning plan to maximize academic ability and achievement.</p> <p>CD4.a.9.h: Use positive work-qualities typically desired in each of the career cluster’s pathways.</p> <p>CD4.b.6.h: Prepare a resume, cover letter, employment application.</p> <p>ACP</p> <p>Career Exploration</p> <p>Engage in job shadowing, informational interviewing, part-time work, and other career exploration.</p> <p>Instruction in crafting appropriate communications is integrated throughout the curriculum.</p> <p>Self-Awareness</p> <p>Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers.</p> | <p>Grades 9–10</p> <p>RI.9-10.4,5 W.9-10.2 SL.9-10.1,2 L.9-10.1</p> <p>Grades 11–12</p> <p>RI.11-12.4,5 W.11-12.1,3,9 SL.11-12.1,2 L.11-12.1</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|--|---|--|
| <p>Meeting One: Start a Business</p> <p>Students are introduced to the JA Company Program experience, explore ways to raise capital for their business venture, and analyze their personal strengths to help inform their individual roles in their company project.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the JA Company Program overall objectives by reviewing the major milestones. • Describe the importance of setting goals and developing a vision as first steps toward entrepreneurial success. • Identify the roles and associated skill sets that are integral in a company structure. Assess personal strengths against the designated company roles to determine a potential business role. • Identify different means by which to raise capital for a start-up business. • Differentiate between facts and myths about entrepreneurs. • Reflect on personal and professional vision and set some immediate goals for becoming an entrepreneur. | <p>Social Studies/Economics</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> | <p>ACP Components Self Awareness</p> <p>Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age- appropriate inventories then link them to selection of careers.</p> <p>WCCTS</p> <p>EN2.a: Evaluate the entrepreneurial discovery process.</p> <p>EN2.b: Formulate a plan to in delve into an entrepreneurial venture now or in the future.</p> | <p>Grades 9–10 RI.9-10 2,4,6,7,10 SL.9-10.1-3 L.9-10.1,2,4,5,6</p> <p>Grades 11–12 RI.11-12. 2,4,6,7,10 SL.11-12. 1-3 L.11-12.1,2,4,5,6</p> |
| <p>Meeting Two: Solve a Customer’s Problem</p> <p>Students use creative problem solving to brainstorm ideas for a business service/product, with the goal of identifying their top choices to research.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe how brainstorming several ideas and then picking the best option will lead to creative problem solving. • Describe the Design Thinking model and the steps involved in the process. • Describe the advantages of applying the Design Thinking model to new ideas or problem solving. • Describe the Empathize, Define, and Ideate steps in the Design Thinking model. • Apply the Empathize, Define, and Ideate steps of the Design Thinking model to identify a customer need and some plausible solutions. | <p>Social Studies/Economics</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> | <p>ACP Academic and Career Preparation</p> <p>Student-determined self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum.</p> <p>Explicit instruction in study skills is integrated throughout the curriculum.</p> <p>WCCTS</p> <p>EN2.b.10.h: Describe an entrepreneurial opportunity and formulate the steps in establishing a business oriented toward that opportunity.</p> <p>4C1.b.8.h: Work as part of a team to design a product or service that could fulfill a human need or desire</p> | <p>Grades 9–10 RI.9-10 2,4,7,10 W. 9-10 4 SL.9-10.1-5 L.9-10.1,2,4,5,6</p> <p>Grades 11–12 RI.11-12 2,4,6,7,10 W.11-12 4 SL11-12.1-3 L.11-12.1-2</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|--|---|--|--|
| <p>Meeting Three: Evaluate the Options</p> <p>Students apply their personal entrepreneurial skills while exploring good decision making and vetting the viability of a venture, using a SWOT analysis tool to narrow their decision on their company’s final product idea.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain why innovation is an integral factor for a company’s health and growth. • Explain how failure leads to success and how using a growth mindset can provide the appropriate perspective in challenging situations. • Define the entrepreneurial mindset. • Describe the key characteristics that a successful entrepreneur embodies. • Explain the uses and benefits of a SWOT analysis for a start-up venture. • Apply a SWOT analysis to each product/service the company is considering. • Define the terms pivot and persevere related to business venture startups. • Use data to make informed decisions about the direction of the business. • Execute a final decision about whether to proceed with the team’s chosen product/service using data-informed decision making. • Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA. | <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).</p> | <p>ACP</p> <p>Instruction in crafting appropriate communication is integrated throughout the curriculum.</p> <p>WCCTS</p> <p>EN2.b.14.h: Explain the need for continuation planning for an entrepreneurial venture.</p> <p>EN2.a.9.h: Generate and determine feasibility of venture ideas.</p> | <p>Grades 9–10 RI.9-10 2,4,5,6,10 W.9-10 4,6,7,8,9,10 SL.9-10.1-4 L.9-10.1-6</p> <p>Grades 11–12 RI.11-12. 2,4,6,10 W.11-12 4,6,7,8,9,10 SL.11-12. 1-4 L.11-12.1-6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|--|---|---|
| <p>Meeting Four: Create a Structure</p> <p>Students initiate the company’s structure by establishing roles, commence planning within business teams, and finalize capitalization decisions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the five functional roles of the company and the essential responsibilities of each role. • Relate the sections of the Business Snapshot with the business planning information necessary to identify for a start-up company. • Evaluate personal strengths aligned to each role and select team members for business teams. • Evaluate the different means for raising capital and select an option for the company’s start-up venture. • Identify essential tasks for different roles in the startup by drafting Business Team task lists for each functional role. • Discuss collaboration and communication strategies within and between business teams. | NA | <p>ACP Career Exploration</p> <p>Engage in job shadowing, informational interviewing, part-time work, and other career exploration.</p> <p>Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.</p> <p>WCCTS</p> <p>EN1.a.5.h: Analyze the personal advantages and risks of owning a business.</p> | <p>Grades 9–10 RI.9-10 2,4,5,6,10 W.9-10 4,6,7,8,9,10 SL.9-10.1-4 L.9-10.1-6</p> <p>Grades 11–12 RI.11-12. 2.,4,6,10 W.11-12 4,6,7,8,9,10 SL.11-12. 1-4 L.11-12.1-6</p> |
| <p>Meeting Five: Launch the Business</p> <p>Students explore corporate leadership roles and responsibilities, evaluate personal leadership skills, and elect leaders for the business venture. Then, they organize their business teams, start deep dives into business team roles, and complete work on the Business Snapshot and Company Charter.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate different leadership styles and the most positive leadership influence for companies in different situations. • Assess personal leadership styles and reflect on what considerations might be important in decision making as a leader of a start-up company. • Describe the significance of accountability as an entrepreneur and a student as it relates to a company venture and JA experience. • Evaluate the different leader candidates, and elect people for the company leadership positions. • Demonstrate basic business planning by completing the Business Snapshot which outlines all the key elements to launch a business. • Express the legal and social need for a company’s guiding principles by developing and agreeing to a company charter. | <p>SS.Econ1.a.h Perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p> | <p>ACP World of Work and Labor Market</p> <p>Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.</p> <p>WCCTS</p> <p>EN2.b.13.h: Develop a business plan for a prospective entrepreneurial venture.</p> <p>MG1.c.13.h: Analyze various business plans to determine whether plans are aligned with the business vision, mission and goals.</p> | <p>Grades 9-10 RI.9-10.1,2,4,10 W.9-10.2 W.9-10.4-6 SL.9-10.1,3,4,5,6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|---|---|---|
| <p>Topic: Finances (Self-Guided) Students learn how the finance department is a vital part of an organization and review the characteristics that contribute to a strong finance team.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of finance in a company. Explain the primary tasks and responsibilities of the finance team to understand this team's role in company operations. | <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision making. Differentiate between and calculate revenue and profit for a given firm.</p> | <p>ACP Financial Knowledge Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., Return on Investment (ROI) of financial choices.</p> <p>WCCTS EN2.c.4.h: Describe processes used to acquire adequate financial resources for venture creation and startup.</p> | <p>Grades 9-10 RI.9-10.1 W.9-10.4-7 SL.9-10.1-2 SL.9-10.4-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2,4 W.11-12.5-6 SL.11-12.1-2 SL.11-12.1-2 L.11-12.1,6</p> |
| <p>Topic: Leadership and Management (Self-Guided) Students review the concept of leadership and how leaders guide organizations, discover the characteristics that foster strong leadership skills, and identify the primary responsibilities of this business role in the JA Company Program.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of leadership and management in a company. Explain the primary tasks and responsibilities of the Leadership and Management team to understand this team's role in company operations. | <p>NA</p> | <p>ACP Academic and Career Preparation Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.</p> <p>WCCTS MG1.a.11.h: Explain several traits of effective leadership and the skills required.</p> | <p>Grades 9-10 RI.9-10.1-2 RI.9-10.4,10 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.2,4,10 SL.11-12.1-2 L.11-12.1-6</p> |
| <p>Topic: Marketing (Self-Guided) Students learn how marketing connects the company with the customer and is really the way that a company communicates with customers and other businesses. They learn the four Ps of the marketing mix and the primary responsibilities of the Marketing team during the JA Company Program.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of marketing in a company Explain the primary tasks and responsibilities of the Marketing team to understand this team's role in company operations. | <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).</p> | | <p>Grades 9-10 RI.9-10.2,4,7,10 W.9-10.2,4,5,6,7,8,10 SL.9-10.1-6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,7,10 W.11-12.2 W.11-12.4-8 SL.11-12.1-6 L.11-12.1-6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|--|--|---|
| <p>Topic: Sales (Self-Guided)</p> <p>Students learn how sales teams are vital to an organization and discover the primary responsibilities of the Sales team for the JA Company Program and learn tips for sales success.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of sales in a company Explain the primary tasks and responsibilities of the sales team to understand this team's role in company operations. | <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> | <p>ACP World of Work and Labor Market</p> <p>Learn which different "soft skills" are needed for different pathways, and which are most crucial.</p> | <p>Grades 9-10 RI.9-10.2,4,5,6,10 SL.9-10.1-6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,6,10 SL.11-12.1-6 L.11-12.1-6</p> |
| <p>Topic: Supply Chain Workflow (Self-Guided)</p> <p>Students learn that a supply chain is the network established to gather components, manufacture a product, and distribute that product to consumers. responsibilities.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the function of a supply chain and the purpose of each link in the supply chain as it relates to company operations. | <p>SS.Econ2.a.h Analyze the roles of the market for goods and services (product market) and the market for factors of production</p> | <p>ACP World of Work and Labor Market</p> <p>Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.</p> | <p>Grades 9-10 RI.9-10.1,2,4,7,10 W.9-10. 4,7 SL.9-10.1-6 L.9-10.1,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4,7,10 W.11-12. 4,7,10 SL.11-12.1-6 L.11-12.1-4 L.11-12.6</p> |
| <p>Business Operations Over the course of several meetings, students launch their business, work in their business teams to run the business, and share weekly progress with Leadership. They have access to self-guided content to support their specific roles.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain the five functional roles of the company and the essential responsibilities of each role. Describe the steps involved in a company status update report. Present status updates from each business team of the company. Identify the purpose of each element of the Finance Workbook and when each will be used in company operations. Establish a functional startup through completing tasks related to the management and running of their company | <p>NA</p> | <p>4C2.a.11.h: Determine the information needed to address an identified problem.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> <p>4C2.a.13.h: Predict how an action could result in unintended consequences, both positive and negative.</p> <p>4C2.a.15.h: Determine the best resolution for a problem, decision or opportunity based on given criteria.</p> <p>4C3.a.12.h: Utilize effective listening skills in creating consensus in a group.</p> <p>4C3.b.7.h: Participate in group processes to generate consensus.</p> <p>4C3.c.7.h: Resolve conflicts productively with individuals as they arise.</p> | <p>Grades 9-10 RI.9-10.2,4,6,10 W.9-10.2,4,8-10 SL.9-10.1-6 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,6,7,10 W.11-12.2,4,8,10 SL.11-12.1-6 L.11-12.1-6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|--|--------------------------|--|---|
| <p>Meeting Twelve: Liquidate the Company</p> <p>Students finalize their company’s operations, initiate the steps necessary to liquidate their company’s assets, and complete the steps to close out their company.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the liquidation process for the company and the associated tasks. Demonstrate the liquidation process of a business by executing the tasks to complete the student company. | NA | <p>ACP Financial Knowledge</p> <p>Summarize how financial concepts relate to personal goals and vision for the future.</p> <p>Career Exploration</p> <p>Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.</p> <p>WCCTS</p> <p>EN2.b.15.h: Develop exit strategies for a failing business.</p> | <p>Grades 9-10 RI.9-10.2,4,7,10 SL.9-10.1-4 L.9-10.1-4</p> <p>Grades 11-12 RI.11-12.2,4,10 SL.11-12.1-4 L.11-12.1-4</p> |
| <p>Meeting Thirteen:</p> <p>Create a Personal Plan of Action</p> <p>Students recognize the necessity of networking as an entrepreneur and work on a personal action plan to develop their personal network and to refine their entrepreneurial skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe the importance of networking related to your business and overall entrepreneurial success. Execute an introductory plan to initiate networking by determining immediate people and organizations you can connect with. Execute a personal action plan to detail the next steps you will take in your entrepreneurial journey. | NA | <p>ACP Self Awareness</p> <p>Identify evidence that relates to the information identified in inventories.</p> <p>Apply skills to vision development, goal setting, and creation of an ACP.</p> <p>Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs.</p> <p>Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan.</p> <p>Career Exploration</p> <p>Take age-appropriate inventories and assessments for career exploration and reflect on the results.</p> <p>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</p> | <p>Grades 9-10 RI.9-10. 2,4,6,7,10 W.9-10. 4,6 SL.9-10 .1-2 L.9-10. 1-4,6</p> <p>Grades 11-12 RI.11-12. 2,4,6,7,10 SL.11-12.1-2 L.11-12.1-4,6</p> |

JA Company Program

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|--------------------------|------------|--|
| <p>Meeting Fourteen:</p> <p>Develop an Annual Report (Optional)</p> <p>During this optional meeting, students create an annual report as a summary of their student company experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe an annual report and its purpose. • Develop a summary annual report project to complete the business venture experience. | NA | NA | <p>Grades 9-10 RI.9-10. 2,4,6,10 W.9-10. 2,4-10 SL.9-10 .1-2, 4-6 L.9-10. 1-6</p> <p>Grades 11-12 RI.11-12. 2,4,6,10 W.11-12. 2, 4-10 SL.11-12.1-2,4-6 L.11-12.1-6</p> |

JA Excellence Through Ethics

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|--|---|---|---|
| <p>Day of the Visit</p> <p>A business professional volunteer will speak to the students about ethics and lead self-assessment and ethics scenario activities.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define ethics. • Evaluate personal values in ethical dilemmas. • Articulate and identify the steps necessary to make ethical decisions. • Recognize the importance of identifying and understanding personal values as a means of avoiding unethical choices. | <p>Social Studies</p> <p>SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.</p> <p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p> | <p>WCCTS</p> <p>CD1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.</p> <p>CD1.c.12.h: Assess how respect and appreciation for individual and cultural differences impacts group processes.</p> <p>CD1.d.6.h: Evaluate the impact of personal decision-making strategies on specific outcomes.</p> <p>4C3.c.9.h: Defend personal ethics applied to common conflicts that arise during group interactions and team activities.</p> | <p>Grades 9-10 W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p>Grades 11-12 W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p> |
| <p>Reflection Activity (Optional)</p> <p>Students will reflect and discuss their learnings after interacting with a local business professional.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Reflect on what they learned during their volunteer visit. • Begin to understand ethical choices beyond the perspective of what they read in books. • Give thoughtful consideration to “right” and “wrong” choices and examination of personal beliefs. • Self-examine to develop a personal awareness of values to begin to see the disconnect between their words and actions. • Strengthen the belief that ethics is an active ethos and start to develop a deeper commitment to living ethically. | <p>Social Studies</p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> <p>SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p> | <p>WCCTS</p> <p>CD1.c.10.h: Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work.</p> | <p>Grades 9-10 W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p>Grades 11-12 W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p> |
| <p>Extended Learning Opportunities (Optional)</p> <p>Students can log on to the JA My Way website to learn more about ethics or have a debate about an ethical dilemma.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Learn more about ethics. | | <p>WCCTS</p> <p>BC6.b.2.m: Participate in a debate.</p> | <p>Grades 9-10 W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p>Grades 11-12 W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p> |

JA High School Heroes

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|--------------------------|---|---|
| <p>Effective Civic Leadership</p> <p>Students explore the importance of leadership skills and the value of community involvement. They learn the importance of communication and conflict-management skills to achieve group goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify qualities of a leader. Recognize the role of civic leadership in a community. Develop conflict-resolution skills. | NA | <p>WCCTS</p> <p>4C2.b.5.h: Apply past experience to develop a course of action for a new situation.</p> <p>4C3.b.8.h: Lead group processes to generate consensus.</p> <p>ACP Know</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> <p>Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.</p> | <p>Grades 9-10 RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |
| <p>Presentation Skills and Classroom Management</p> <p>Students learn effective presentation techniques to get an audience’s attention and keep it. They gain insight into classroom dynamics to assist with managing elementary school students when in that environment.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use strong presentation skills to communicate effectively. Develop classroom management practices. Recognize and use techniques that further teamwork and achieve group goals. | NA | <p>WCCTS</p> <p>4C2.b.6.h: Use existing knowledge to develop a resolution for a new situation, problem or opportunity.</p> <p>4C3.c.7.h: Resolve conflicts productively with individuals as they arise.</p> <p>ACP Explore</p> <p>Identify and exhibit positive social skills consistent with employability.</p> <p>Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.</p> | <p>Grades 9-10 RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |
| <p>Critical Thinking and Problem Solving</p> <p>Students advance their critical thinking skills so that they can adapt quickly to new circumstances and develop successful solutions to problems.</p> <p>Students will:</p> <ul style="list-style-type: none"> Use a problem-solving technique to solve personal and professional problems. Apply critical-thinking skills to work-based problems. Recognize that decisions have consequences. | NA | <p>WCCTS</p> <p>4C1.a.7.h: Develop original ways to solve a given problem.</p> <p>4C2.a.15.h: Determine the best resolution for a problem, decision or opportunity based on given criteria.</p> | <p>Grades 9-10 RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |

JA High School Heroes

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|--|--------------------------|---|---|
| <p>Reflection Students share their JA High School Heroes experience and learn about its relevance to their futures. They complete a self-assessment designed to reiterate lessons about leadership, presentations, and critical thinking.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Implement objective criteria to self-evaluate • Recognize the value of constructive feedback and the growth mind-set • Develop a personal action plan. | NA | <p>WCCTS</p> <p>CD1.b.6.h: Develop an action plan to set and achieve realistic goals.</p> <p>CD3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.</p> <p>ACP Go</p> <p>Seek out, and document activities completed in pursuit of goals.</p> | <p>Grades 9-10</p> <p>RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12</p> <p>RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p> |

JA It's My Job (Soft Skills)

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|--|--------------------------|---|---|
| <p>Communicating About Yourself</p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize the importance of manners as an element of professionalism. Identify language and style appropriate for the workplace. Listen actively for content, not to anticipate response. | <p>NA</p> | <p>WCCTS</p> <p>CD1.c.9.h: Assess cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p>CD1.c.10.h: Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work.</p> <p>CD1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.</p> <p>BC6.a.11.h: Identify and overcome barriers to enhance active listening.</p> <p>ACP Explore</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. Identify and exhibit positive social skills consistent with employability.</p> | <p>Grades 9-10 RI.9-10.1,4,11 SL.9-10.1-3 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</p> |
| <p>Applications and Resumes</p> <p>This session covers job applications and resumes, two written methods of applying for a job. Students examine both documents and begin to think about how to adapt their experiences, skills, and achievements to the applicable template to present themselves to a potential employer.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify information necessary for a job application. Recognize key features and formatting of resumes. Use appropriate language for a resume. | <p>NA</p> | <p>WCCTS</p> <p>CD4.b.6.h: Prepare a resume, cover letter, employment application.</p> <p>CD4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.</p> <p>CD4.b.6.h: Prepare a resume, cover letter, employment application.</p> <p>CD4.c.6.h: Complete required employment forms and documentation.</p> <p>BC5.b.26.h: Complete employment application forms.</p> | <p>Grades 9-10 RI.9-10.2 W.9-10.2,4,6 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.2 W.11-12.2,4,6 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</p> |

JA It's My Job (Soft Skills)

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|--------------------------|---|---|
| <p>Applications and Resumes</p> <p>This session covers job applications and resumes, two written methods of applying for a job. Students examine both documents and begin to think about how to adapt their experiences, skills, and achievements to the applicable template to present themselves to a potential employer.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify information necessary for a job application. Recognize key features and formatting of resumes. Use appropriate language for a resume. | NA | <p>WCCTS</p> <p>CD4.b.6.h: Prepare a resume, cover letter, employment application.</p> <p>CD4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.</p> <p>CD4.b.6.h: Prepare a resume, cover letter, employment application.</p> <p>CD4.c.6.h: Complete required employment forms and documentation.</p> <p>BC5.b.26.h: Complete employment application forms.</p> | <p>Grades 9-10 RI.9-10.2 W.9-10.2,4,6 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.2 W.11-12.2,4,6 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</p> |
| <p>Interviewing for a Job</p> <p>This session covers communication styles used during the process of job hunting, with an emphasis on interviewing. Students complete an activity and track their accomplishments in a “brag sheet.”</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify appropriate content for a personal brag sheet Adapt personal information to interview situations. Develop answers to common interview questions. Recognize appropriate professional dress and demeanor for a job interview. | NA | <p>WCCTS</p> <p>CD3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.</p> <p>CD4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.</p> <p>ACP Know</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> | <p>Grades 9-10 RI.9-10.2 W.9-10.2,4,6 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p> |
| <p>Cell Phones in the Workplace</p> <p>This session covers communication methods to ensure workplace success, focusing on using cell phones in the workplace. A required activity covers cell phone etiquette, plus there are three additional activities from which to choose.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. Identify the effects of inappropriate usage of cell phones in the workplace. Adapt cell phone behavior and functions for professional uses. Recognize and apply appropriate texting style for communicating in the workplace. | NA | <p>WCCTS</p> <p>CD1.c.12.h: Assess how respect and appreciation for individual and cultural differences impacts group processes.</p> <p>CD1.d.5.h: Predict the outcome of various decisions on personal, social and career success.</p> <p>CD4.c.4.h: Model behaviors that demonstrate reliability and dependability.</p> <p>CD4.c.5.h: Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.</p> | <p>Grades 9-10 RI.9-10.2 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p> |

JA It's My Job (Soft Skills)

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|---|--------------------------|---|---|
| <p>Cell Phones in the Workplace</p> <p>This session covers communication methods to ensure workplace success, focusing on using cell phones in the workplace. A required activity covers cell phone etiquette, plus there are three additional activities from which to choose.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize and identify appropriate and inappropriate uses of cell phones in the workplace. • Identify the effects of inappropriate usage of cell phones in the workplace. • Adapt cell phone behavior and functions for professional uses. • Recognize and apply appropriate texting style for communicating in the workplace. | NA | <p>WCCTS</p> <p>CD1.c.12.h: Assess how respect and appreciation for individual and cultural differences impacts group processes.</p> <p>CD1.d.5.h: Predict the outcome of various decisions on personal, social and career success.</p> <p>CD4.c.4.h: Model behaviors that demonstrate reliability and dependability.</p> <p>CD4.c.5.h: Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.</p> <p>ACP Know</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> | <p>Grades 9-10 RI.9-10.2 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p> |
| <p>Workplace Communication</p> <p>This session covers communication methods in the workplace. Activities focus on appropriate tone and topics for the workplace and communication strategies for collaborating effectively.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify and use an appropriate professional tone in workplace communication. • Identify appropriate and inappropriate subjects for workplace discussion. • Enable cooperative and productive group interactions. • Communicate to solve problems collaboratively and respectfully. | NA | <p>WCCTS</p> <p>CD1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.</p> <p>CD3.c.6.h: Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success.</p> <p>CD4.a.7.h: Assess how flexibility and willingness to learn new knowledge and skills affect employment status.</p> <p>CD4.d.6.h: Evaluate the best method to assist co-workers in accomplishing goals and tasks.</p> <p>ACP Explore</p> <p>Identify and exhibit positive social skills consistent with employability.</p> | <p>Grades 9-10 RI.9-10.2 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p> |

JA It's My Job (Soft Skills)

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|--|--------------------------|---|--|
| <p>Workplace Writing</p> <p>This session covers the basics of professional writing. Included are activities that allow students to practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use proper spelling, grammar, and punctuation in the workplace. • List best practices for effective business writing. • Use clear language and appropriate style for written communication in the workplace. • Identify important ideas and express them clearly and concisely in writing. | NA | <p>WCCTS</p> <p>CD4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment.</p> <p>ACP Know</p> <p>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</p> | <p>Grades 9-10</p> <p>RI.9-10.2 W.9-10.2,4,6,10 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12</p> <p>RI.11-12.1,4,11 W.11-12.2,4,6,10 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p> |

JA Job Shadow

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|---|--------------------------|--|---|
| <p>Session One: Before the Hunt</p> <p>Students are introduced to the <i>JA Job Shadow</i> program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interest, work priorities, and job outlook.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize career clusters that match their skills and interests Demonstrate self-awareness of their soft skills in work scenarios | <p>NA</p> | <p>WCCTS</p> <p>CD1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.</p> <p>ACP</p> <p>World of Work & Labor Market</p> <p>Learn about the "soft skills" that employers most prize in prospective employees</p> <p>Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required.</p> <p>Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.</p> <p>Identify the education and training requirements to pursue careers in their career cluster and pathway of interest.</p> <p>ACP Explore</p> <p>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.</p> <p>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</p> | <p>Grades 9–10</p> <p>RI.9-10.1 W.9-10.7 SL.9-0.1 L.9-10.4</p> <p>Grades 11–12</p> <p>RI.11-2.1 SL.11-2.1 L.11-12.4</p> |
| <p>Session Two: Perfect Match</p> <p>Students review the Seven Steps to Get Hired and Succeed and analyze job hunting skills. They then participate in mock interviews to prepare for the Job Shadow Challenge at the site visit.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review methods of identifying job openings Demonstrate professional interviewing skills Express expectations for the upcoming site visit | <p>NA</p> | <p>WCCTS</p> <p>CD2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.</p> <p>CD4.a.9.h: Use positive work-qualities typically desired in each of the career cluster’s pathways.</p> <p>ACP World of Work & Labor Market</p> <p>Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills.</p> <p>Explore postsecondary opportunities for gaining technical skills.</p> <p>Use general career pathway information to identify careers of interest.</p> | <p>Grades 9–10</p> <p>W.9-10.4-5 W.9-10.7 SL.9-10.1 L.9-10.1,3 L.9-10.4</p> <p>Grades 11-12</p> <p>W.11-12.2,7 SL.11-12.1 L.11-12.3 L.11-12.4</p> |

JA Job Shadow

| Session Descriptions | Social Studies Standards | WCCTS; ACP | Common Core ELA |
|---|--------------------------|--|---|
| <p>Session Three: Get Hired– Collaboration and Creativity</p> <p>Students reflect on what they learned before and during the site visit, and practice business communication by composing a thank-you note. They create one of four career preparation tools: career assessment, elevator pitch, resume, or infographic profile.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate personal priorities based on their site visit experience • Showcase identified skills • Apply program knowledge to at least one of four career preparation tools: career assessment, elevator pitch, resume, or infographic profile | <p>NA</p> | <p>ACP</p> <p>Career Exploration</p> <p>Understand the relevance of current studies and activities to their career of interest.</p> <p>Engage in career fairs, field trips, job shadowing opportunities, and other school-provided career exploration opportunities.</p> <p>Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.</p> <p>World of Work & Labor Market</p> <p>Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills.</p> | <p>Grades 9–10</p> <p>W.9-10.4-5 W.9-10.7 SL.9-10.1,4 L.9-10.1 L.9-10.3-4</p> <p>Grades 11-12</p> <p>W.11-12.4-5 W.11-12.7 SL.11-12.1,4 L.11-12.1 L.11-12.3-4</p> |

JA Job Shadow Blended Model

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|--------------------------|---|---|
| <p>Session One: Finding Your Future</p> <p>In this session, students are introduced to the Design for Delight innovation model and how to use it for career planning. They examine career options and pathways in relation to their skills and interests, to allow them to choose potential occupations to explore.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the three Design for Delight innovation principles ▪ Correlate the Design for Delight innovation principles to the development of a personal career plan ▪ Explain career clusters and their relationship to career pathways, industries, and careers | <p>NA</p> | <p>ACP Explore</p> <p>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.</p> <p>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</p> <p>ACP GO</p> <p>Explore different career options within career clusters of interest, areas of strengths and interest.</p> <p>WCCTS</p> <p>CD2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.</p> <p>CD4.a.9.h: Use positive work-qualities typically desired in each of the career cluster’s pathways.</p> | <p>Reading for Informational Text 9-10 RI.1,2,4,6 11-12 RI 2,4,8</p> <p>Speaking and Listening 9-12 SL.1,2</p> <p>Writing 9-12 W.7</p> <p>Language 9-12 L. 1-4</p> |
| <p>Session Two: Career Exploration & Informational Interviews</p> <p>In this session, students work with a partner to explore their top three career choices and explain how they made their selections. They learn what an informational interview is and how to conduct one with a professional contact to learn more about a career of interest, and they prepare for a site visit.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze which career options most closely relate to their interests, strengths, and skills ▪ Describe informational interviews and their relevancy to personal career exploration ▪ Develop questions for informational interviews to identify preferable careers ▪ Practice positive interview techniques and etiquette ▪ Research local individuals working in preferable careers (optional) ▪ Craft a personal elevator pitch (optional) | <p>NA</p> | <p>WCCTS</p> <p>CD4.c.4.h: Model behaviors that demonstrate reliability and dependability.</p> <p>CD4.c.5.h: Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.</p> <p>ACP World of Work</p> <p>Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills.</p> | <p>Reading for Informational Text 9-10 RI. 1,2,4 11-12 RI. 2,4</p> <p>Speaking and Listening 9-12 SL.1-6</p> <p>Writing 9-12 W. 4,6</p> <p>Language 9-12 L. 1-6</p> |

JA Job Shadow Blended Model

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|--|--------------------------|--|--|
| <p>Session Three: Job Site Visit</p> <p>In this session students attend a workplace site visit. They see presentations about the company, conduct informational interviews, and participate in a series of challenges. A detailed itinerary is in the JA Job Shadow Site Coordinator Guide.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Observe and analyze a company’s presentations to discern business mission, values, and functions. ▪ Make ethical decisions related to a business scenario. ▪ Conduct informational interviews ▪ Relate what was learned from a workplace visit to a personal career path. | NA | <p>WCCTS</p> <p>IR1.f.12.h: Apply critical thinking and ethical standards when making judgments and taking action.</p> <p>ACP World of Work</p> <p>Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.</p> | <p>Reading for Informational Text 9-10 RI. 1,2,4 11-12 RI. 2,4</p> <p>Speaking and Listening 9-12 SL.1,2,3,6</p> <p>Language 9-12 L. 1-6</p> |
| <p>Session Four: Site Visit Reflection</p> <p>In this session students reflect on their site visit and write a thank you note to their hosts and any informational interview subjects. They create a resume and an online professional profile.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal career plan ▪ Create a resume ▪ Research local individuals working in preferable careers (optional) ▪ Create an online job search profile ▪ Write thank you notes | NA | <p>WCCTS</p> <p>CD4.b.6.h: Prepare a resume, cover letter, employment application.</p> | <p>Reading for Informational Text 9-10 RI. 2,4,6 11-12 RI. 2,4,8</p> <p>Speaking and Listening 9-12 SL. 1-4</p> <p>Writing 9-10 W. 3,4,6 11-12 W.2,4,6</p> <p>Language 9-12 L. 1-6</p> |
| <p>Session Five: Interviewing for a Job</p> <p>In this session students learn how to behave professionally and answer questions on job interviews, and they practice interviewing for a job. They explore how to secure a job shadow placement.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify common interview mistakes ▪ Investigate common job interview formats ▪ Practice job interviews from both the employer’s and applicant’s perspectives ▪ Prepare for job interview ▪ Plan and obtain job shadow commitment | NA | <p>WCCTS</p> <p>BC1.a.14.h: Demonstrate appropriate interviewing techniques (attire, questions, etc.) in mock employment interviews.</p> <p>ACP World of Work</p> <p>Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills.</p> | <p>Reading for Informational Text 9-12 RI. 2,4</p> <p>Speaking and Listening 9-12 SL. 1-6</p> <p>Language 9-12 L. 1-6</p> |

JA Job Shadow Blended Model

| Session Descriptions | Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|--------------------------|---|---|
| <p>Session Six: Job Shadow Prep</p> <p>In this session students prepare for their job shadow experience by developing questions to ask of their job shadow subjects, learning about appropriate workplace behavior, and researching the companies where they will spend time.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Research the job shadow subject’s company, employees, and industry ▪ Develop questions for the job shadow experience ▪ Distinguish between appropriate and inappropriate workplace behavior ▪ Assess personal preparedness for the job shadow experience | NA | <p>WCCTS</p> <p>CD3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.</p> <p>ACP World of Work</p> <p>Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.</p> | <p>Reading for Informational Text 9-12 RI. 2,4</p> <p>Speaking and Listening 9-12 SL. 1,2,4,6</p> <p>Writing 9-12 W. 4,6,7</p> <p>Language 9-12 L. 1-6</p> |
| <p>Session Seven: Job Shadow Experience</p> <p>In this session students visit a workplace and participate in an independent job shadow experience with the host(s) they identified.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Complete a job shadow experience ▪ Observe and analyze a workplace to evaluate relevancy to personal career plan ▪ Adapt behavior to a work environment ▪ Develop professional networking contacts | NA | <p>WCCTS</p> <p>CD4.a: Identify and demonstrate positive work behaviors and personal qualities needed to be employable.</p> <p>CD4.c.4.h: Model behaviors that demonstrate reliability and dependability.</p> <p>ACP World of Work</p> <p>Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.</p> | <p>Reading for Informational Text 9-12 RI. 2,4</p> <p>Speaking and Listening 9-12 SL.1,2,3,6</p> <p>Language 9-12 L. 1-6</p> |
| <p>Session Eight: Job Shadow Reflection & Career Planning</p> <p>In this session students reflect on their job shadow experience and write up their notes. They analyze the relevance of the company and jobs they observed to their own career path plans and consider next steps.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze job shadow experience. ▪ Re-evaluate personal career plan. ▪ Demonstrate appropriate workplace etiquette. | NA | <p>WCCTS</p> <p>CD4.d.8.h: Use a systematic approach to academic and career planning for students to achieve their learning, socio-cultural and work goals.</p> | <p>Reading for Informational Text 9-12 RI. 2,4</p> <p>Speaking and Listening 9-12 SL.1,2,3,6</p> <p>Writing 9-10 W. 3,4,6 11-12 2,4,6</p> <p>Language 9-12 L. 1-6</p> |

JA Personal Finance 2.0

| Session Descriptions | Personal Finance Literacy; Social Studies Standards | ACP; Business and Information Technology | Common Core ELA |
|---|--|--|--|
| <p>Session One: Earning, Employment, and Income</p> <p>Students learn that healthy personal finances require planning and managing. They begin to analyze the financial implications of their educational and career choices as a basis for understanding the relationship between earnings and personal finance. Students also explore how their decisions can affect other people with whom they have relationships and practice using healthy behaviors to discuss shared financial decisions.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain how values, priorities, and educational goals can affect career decisions. • Identify employment options that align with your priorities and values. • Recognize how your financial decisions can affect others. • Use healthy relationship behaviors to discuss shared financial decisions. | <p>Personal Finance Literacy</p> <p>FM2.a.h Assess the impact of individual values and behaviors on financial decisions and goals.</p> <p>FM2.b.h Evaluate strategies individuals use to manage emotions impacting financial decisions.</p> | <p>ACP Components Career Exploration</p> <p>Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.</p> <p>World of Work and Labor Market</p> <p>Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required.</p> <p>Business and Information Technology</p> <p>PF3.a.16.h: Evaluate ethical considerations of various personal financial decisions.</p> <p>PF3.a.4.e: List examples of financial decisions and their possible consequences.</p> | <p>Grades 9-12</p> <p>9-12.RI.4 9-12.RI.6 9-12.W.3-4 9-12.SL.1-3 9-12.L.1-4</p> |
| <p>Session Two: Budgeting</p> <p>Students investigate the importance of budgeting and how to plan for staying within a budget. They review characteristics of a healthy relationship and explore how shared budgeting creates opportunities to talk about equality, independence, and respect.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize the importance of making and keeping a budget or spending plan. • Identify categories of expenses on a budget. • Explain how to use a budget to clarify shared financial decisions with another person. • Prioritize expense categories on a budget. | <p>Personal Finance Literacy</p> <p>MM1.a.h Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.</p> | <p>ACP Academic and Career Preparation</p> <p>Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.</p> <p>Self-awareness</p> <p>Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan.</p> <p>Business and Information Technology</p> <p>BIT.PF2: Students will manage money effectively by developing financial goals and budgets.</p> | <p>Grades 9-12</p> <p>9-12.RI.1 <u>RI</u> 4 9-12.RI.6 9-12.W.4 9-12.SL.1-3 9-12.L.1-4</p> |

JA Personal Finance 2.0

| Session Descriptions | Personal Finance Literacy; Social Studies Standards | ACP; Business and Information Technology | Common Core ELA |
|--|---|---|--|
| <p>Session Three: Savings</p> <p>Students analyze the role that saving plays in their personal finances. They explore how having a healthy savings plan is necessary in all phases of life but is especially critical for big-ticket items and emergencies. Students learn how to apply communication strategies when discussing financial issues.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize reasons for saving. • Explain how saving can help you earn interest instead of paying interest. • Use strategies to achieve a saving goal. • Recognize unhealthy relationship behaviors related to saving. | <p>Personal Finance Literacy</p> <p>SI1.a.h Demonstrate how to manage savings accounts- both manually and electronically, including reconciliation. Determine the [opportunity cost] in relation to a saving plan (e.g., [inflation or taxes]). Compare and contrast the benefits of pay yourself first and living paycheck to paycheck strategies on financial outcomes.</p> | <p>ACP Financial Knowledge</p> <p>Summarize how financial concepts relate to personal goals and vision for the future.</p> <p>World of Work and Labor Market</p> <p>Compare postsecondary options based on an analysis of up-front training costs, salary expected in desired career, to personal long term financial goals.</p> <p>Business and Information Technology</p> <p>PF3.c: Demonstrate ability to use decision-making processes in making financial decisions related to planning, saving and investing.</p> <p>PF2.c.6.h: Discuss the components of a personal budget, including income, planned saving, [taxes and fixed/variable expenses.]</p> | <p>Grades 9-12</p> <p>9-12.RI.4 9-12.RI.6 9-12.W.3-4 9-12.SL.1-2 9-12.SL.4 9-12.L.1-4</p> |
| <p>Session Four: Credit and Debt</p> <p>Students analyze the importance of credit and the outcomes of wise and poor use of credit. They examine the potential consequences of sharing credit or cosigning for loans.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Differentiate between credit and debt. • Recognize the factors that affect an individual’s credit score and credit history. • Recognize the consequences of a low credit score. • Recognize the impact of sharing credit cards or cosigning for loans. | <p>Personal Finance Literacy</p> <p>CD1.a.e Analyze uses of credit that provide financial and personal benefits. Predict why someone would make a purchase using credit instead of cash.</p> <p>CD1.c.h Evaluate options for payment on credit cards and the consequences of each option. Compare different debt payment methods.</p> <p>CD2.c.h Analyze factors affecting a credit score and creditworthiness.</p> <p>RMI1.b.h Evaluate examples of personal financial decisions that prevent consumers from acquiring necessary goods and services (e.g., ability to acquire with cash or credit based upon credit score).</p> | <p>ACP Financial Knowledge</p> <p>Interpret knowledge of financial topics as they relate to the creation of a plan for personal finances and costs of postsecondary education and training options.</p> <p>WCCTS</p> <p>PF4.a.4.h: Identify and evaluate credit products and services.</p> <p>PF4.a.6.h: Compare and contrast the cost of various types of credit.</p> <p>PF4.b.7.h: Explain how a credit score and credit reports affect creditworthiness and the cost of credit.</p> <p>PF4.b.8.h: Examine the factors that improve a credit score.</p> <p>PF4.b.9.h: Analyze the information contained in a credit report, indicate the time that certain negative data can be retained and describe how to dispute inaccurate entries.</p> <p>PF4.c: Describe ways to avoid or correct credit problems.</p> | <p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.SL.1-3 9-12.L.1 9-12.L.3-4</p> |

JA Personal Finance 2.0

| Session Descriptions | Personal Finance Literacy; Social Studies Standards | ACP; Business and Information Technology | Common Core ELA |
|--|--|--|--|
| <p>Session Five: Consumer Protection</p> <p>Students explore consumer protection basics, including how to avoid scams, manage their money, use credit and loans carefully, and protect their personal information. They learn some of the risks associated with sharing finances with others.</p> <p>Students will:</p> <ul style="list-style-type: none"> • List ways to protect online information. • Recognize how a credit report can help identify suspicious activity related to your finances. • Recognize risks involved with sharing finances. | <p>Personal Finance Literacy</p> <p>FM3.a.h Choose an effective means to manage and protect passwords for multiple online accounts.</p> <p>Develop strategies to guard against and respond to malicious threats including viruses, phishing, and identity theft, and recognize the importance of security protocols.</p> <p>Research ways online transactions, online banking, email scams, and telemarketing calls can make a person vulnerable to identity theft.</p> | <p>ACP Academic and Career Preparation</p> <p>Receive instruction in crafting appropriate communications with different purposes/audiences.</p> | <p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.W.4 9-12.SL.1 9-12.SL.3-4 9-12.L.1-4</p> |
| <p>Session Six: Smart Shopping</p> <p>Students learn about comparison shopping and participate in a simulated shopping experience. They explore communicating with other people about consumer behaviors and shared shopping. A volunteer or the teacher can introduce and wrap up the session.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the factors necessary for making an informed purchase. • Compare and contrast prices and data when making a purchase decision. <p>Calculate savings gained through smart shopping.</p> | <p>NA</p> | <p>ACP Academic and Career Preparation</p> <p>Have opportunities to engage in student-determined self-directed and group inquiry-based and problem solving activities.</p> <p>WCCTS</p> <p>PF1.a: Apply proper decision-making practices for wise shopping.</p> <p>PF1.a.6.h: Explain the importance of comparison shopping.</p> | <p>Grades 9-12</p> <p>9-12.RI.4 9-12.RI.6 9-12.SL.2 9-12.L.3</p> |
| <p>Session Seven: Risk Management</p> <p>Students practice applying appropriate risk management strategies in scenarios and learn how to discuss risk management and manage the risks associated with shared financial choices.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize the risk of financial loss as an everyday reality for everyone. • Recognize risk management strategies and apply them appropriately. • Understand the role of personal responsibility in preventing financial loss. | <p>Personal Finance Literacy</p> <p>RMI1.b.h Evaluate examples of personal financial decisions that prevent consumers from acquiring necessary goods and services (e.g., ability to acquire with cash or credit based upon credit score).</p> | <p>NA</p> | <p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6</p> |

JA Personal Finance 2.0

| Session Descriptions | Personal Finance Literacy; Social Studies Standards | ACP; Business and Information Technology | Common Core ELA |
|---|---|--|---|
| <p>Session Eight: Investing</p> <p>Students explore the difference between saving and investing, the advantages and potential returns of investing, and common types of investment products. Students also learn about various types of investment risks and self-assess their personal investment risk tolerance and communication with others about shared investments.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate investments with different levels of risk and reward. Describe the role that compound interest plays in wealth over time. Recognize that investment options carry different levels of risk and reward. Analyze the risk tolerances for different investment strategies. Recognize the importance of practicing healthy relationship behaviors in shared investment decisions. | <p>Personal Finance Literacy</p> <p>SI1.c.h Determine the best options to achieve specific short- and long-term personal saving goals.</p> <p>Compare and contrast financial services and products to achieve personal saving goals.</p> <p>SI1.d.h Compare and contrast the opportunity cost and reward of basic saving options (e.g., savings accounts, money market accounts, or certificates of deposit). Evaluate the effect of compound interest on savings options.</p> | <p>ACP Components Financial Knowledge</p> <p>Interpret knowledge of financial topics as they relate to the creation of a plan for personal finances and costs of postsecondary education and training options. Summarize how financial concepts relate to personal goals and vision for the future.</p> <p>Business and Information Technology</p> <p>PF3.b: Describe the relationship between saving and investing.</p> | <p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.SL.1 9-12.SL.2 9-12.SL.3 9-12.SL.4 9-12.L.4</p> |
| <p>Session Nine: Credit Cards</p> <p>(Optional: Self-Guided)</p> <p>These 10-minute, student self-guided activities introduce credit cards as a form of short-term financing that can be used to pay a bill or make a purchase. Other topics covered include credit card types, credit card terms and credit card rights.</p> <p>Students will:</p> <ul style="list-style-type: none"> Define the term “credit card.” Understand the difference between a credit card and a debit card. Discuss the reasons to use—and not to use—a credit card. Describe how using a credit card can impact your credit rating for better or worse. Discuss some of the pros and cons of sharing a credit card. | <p>Personal Finance Literacy</p> <p>CD1c.h Evaluate options for payment on credit cards and the consequences of each option.</p> <p>Compare different debt payment methods.</p> <p>Calculate the total cost of repaying a loan under various rates of interest and over different time periods.</p> <p>CD2.a.h Analyze the impact of using a credit card versus debit card as it relates to money management.</p> | <p>WCCTS</p> <p>PF4.a.5.h: Explain all credit card disclosure terms.</p> | <p>Grades 9-10</p> <p>RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p>Grades 11-12</p> <p>RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p> |

JA Personal Finance 2.0

| Session Descriptions | Personal Finance Literacy; Social Studies Standards | ACP; Business and Information Technology | Common Core ELA |
|---|---|--|---|
| <p>Session Ten: Debt Management (Optional: Self-Guided)</p> <p>These 10-minute, student self-guided activities include lessons on bankruptcy, loans, managing debt, defaulting on loans, and consumer credit counselling.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize the process, purpose, and outcomes of declaring bankruptcy. • Identify the different types of bankruptcy. • Evaluate the pros and cons of declaring bankruptcy in different situations. • Analyze the impact of bankruptcy when debt is shared. | <p>Personal Finance Literacy</p> <p>CD1.d.h Investigate the purpose and types of bankruptcy, including its possible negative effects on assets, employability, credit availability, cost of credit, and lenders.</p> <p>Explore strategies that may be used to avoid bankruptcy and what debt may not be discharged through bankruptcy.</p> <p>Investigate common life situations that lead to financial difficulty and bankruptcy.</p> <p>Evaluate the methods that debt collectors take in recovering collateral from borrowers.</p> | <p>WCCTS</p> <p>PF4.c.3.h: Construct actions that a consumer could take to reduce or better manage excessive debt.</p> <p>PF4.a.8.h: Evaluate the difference between positive debt and negative debt.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p> |
| <p>Session 11: Net Worth (Optional: Self-Guided)</p> <p>These 10-minute, student self-guided activities explain net worth and the process of determining net worth. Students will explore the different types of net worth, set financial goals, and learn about investing to build wealth.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Define net worth. • Explore the process of determining net worth. • Summarize the different types of net worth. • Investigate the significance of shared net worth. • Calculate their own net worth. | <p>Personal Finance Literacy</p> <p>CD2a.h Analyze the effect of debt on a person's net worth.</p> <p>FM2.d.h Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, or net worth).</p> <p>SI2.a.h Explain the role of revenue generating assets in building net worth (e.g., real estate or entrepreneurship).</p> <p>SI2.c.h Assess various means of building net worth.</p> | <p>4C2.a.11.h: Determine the information needed to address an identified problem.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p> |

JA Take Stock in Your Future

| Session Descriptions | Personal Finance Literacy; Social Studies Standards | WCCTS | Common Core ELA |
|---|--|--|---|
| <p>Session One: Understanding Stocks</p> <p>Students are introduced to the foundational concepts of stocks and the stock market through the analysis of an authentic, real-time stock market report. Then, they practice selecting stocks from a fictitious market to develop a portfolio.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Distinguish between private and public companies. • Explain how and why people invest in corporations when they purchase stocks. • Identify why companies issue stock. • Explain how stocks can increase and decrease in value. • Identify the steps in the process for buying and selling stocks on the stock market. | <p>Personal Finance Literacy</p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p> | <p>WCCTS</p> <p>EC3.a.8.h: Assess the advantages and disadvantages that result when an organization incorporates and issues stocks.</p> | <p>Grades 9-10 RI.9-10.1,2,4 SL.9-10.1,2,3 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.1,2,4 SL.11-12.1-3 L.11-12.1-6</p> |
| <p>Session Two: Stock Trading</p> <p>Students explore how stocks are traded, how stock prices are affected by current events, and how investors make investment decisions and diversify their portfolios. Students are introduced to stock indexes/averages and stock tables, and they practice buying, selling, or holding stocks from their fictitious stock portfolio.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Discuss the impact that economic events have on stock prices and supply and demand. • Analyze the data in a stock table. • Practice following the process for buying and selling stocks on the stock market. | <p>No state standards for this topic- see National Standards for Financial Literacy at national-standards-for-financial-literacy.pdf (councilforeconed.org)</p> | <p>WCCTS</p> <p>4C2.a.13.h: Predict how an action could result in unintended consequences, both positive and negative.</p> | <p>Grades 9-10 RI.9-10.2,4,6 SL.9-10.1-3 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,6,7 SL.11-12.1-3 L.11-12.1-6</p> |
| <p>Session Three: Exploring Dividends</p> <p>Students analyze today’s stock market and explore the concept of dividends. Students analyze their fictitious stock portfolio and calculate their dividend payments.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyze how current events are affecting stock prices. • Demonstrate an understanding of how cash dividends are earned and calculated. • Evaluate the success of a fictitious stock portfolio in relation to market events. | <p>NA</p> | <p>WCCTS</p> <p>4C2.a.11.h: Determine the information needed to address an identified problem.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.2,4 SL.9-10.1-2 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 SL.11-12.1 L.11-12.1-6</p> |

JA Take Stock in Your Future

| Session Descriptions | Social Studies Standards | WCCTS | Common Core ELA |
|---|--|---|--|
| <p>Session Four: Best-in-Class Competition</p> <p>Students put their new stock market knowledge and skills into practice as they compete to win an in-class competition. This session is designed to be flexible based on students' grade level and experience, plus the online stock market simulation tool selected by local JA Areas.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Implement knowledge of how to buy and sell stocks. • Apply knowledge of how current events can impact stock prices. • Evaluate the possible trade-off for each stock decision, prior to committing to the decision. • Communicate and collaborate effectively within a team to successfully implement game strategies | <p>No state standards for this topic- see National Standards for Financial Literacy at national-standards-for-financial-literacy.pdf (councilforeconed.org)</p> | <p>4C2.b.6.h: Use existing knowledge to develop a resolution for a new situation, problem or opportunity.</p> | <p>Grades 9-10 RI.9-10.2,4,6 SL.9-10.1,2,3 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4,6 SL.11-12.1-3 L.11-12.1-6</p> |
| <p>Session Five: Planning for the Future</p> <p>Students reflect on the experience of participating in the in-class competition and/or the JA Stock Market Challenge event and connect the simulations to the real world. They conclude the program by developing their own.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare and contrast real vs. simulated stock markets • Identify various asset classes and assess the risks of each • Develop a personal financial plan • Reflect on your learning and growth throughout the program | <p>Personal Finance Literacy SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p> | <p>4C2.a.14.h: Analyze the impact of a decision using a systems thinking model.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.2,4,5,6 SL.9-10.1,2,4 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 SL.11-12.1,2,3,4 L.11-12.1-6</p> |
| <p>Analyzing Initial Public Offerings (IPOs)</p> <p>Students learn some of the factors that investors consider when selecting an IPO for investment.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the factors to consider when deciding whether to invest in an IPO | <p>NA</p> | <p>4C2.a.11.h: Determine the information needed to address an identified problem.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6,7 L.9-10.1-6</p> <p>Grades 11-12 RI.11-12.2,4 W.11-12.4,6,7 L.11-12.1-6</p> |
| <p>Comparing Investment Channels</p> <p>Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Compare the advantages and disadvantages of buying and selling investments through various channels. | <p>NA</p> | <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.1,4 W.9-10.4,6 L.9-10.3-6</p> <p>Grades 11-12 RI.11-12.1,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |

JA Take Stock in Your Future

| Session Descriptions | Social Studies Standards | WCCTS | Common Core ELA |
|---|---|---|---|
| <p>Data Gathering</p> <p>Students learn where investors can find detailed information about companies and how to evaluate each source of information.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify what resources investors use to make informed investment decisions. Express why investors research companies before making investment decisions. | NA | 4C2.a.11.h: Determine the information needed to address an identified problem. | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |
| <p>Diversification and Risk</p> <p>Students learn that, even though individual investors may have different risk tolerances, smart investors always seek to minimize their risk by diversifying their portfolios.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify different levels of risk tolerance. Express how and why investors use diversification to minimize risk. | <p>Personal Finance Literacy</p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p> | <p>WCCTS</p> <p>CS1.c.21.h: Analyze the effects of risk management strategies on long-term financial planning.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p> |
| <p>Evaluating Your Financial Plan</p> <p>Students learn how to review their financial plans and select investments that meet stated goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review and evaluate their financial plans. Select possible investments that meet the goals of the financial plan. | <p>Personal Finance Literacy</p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p> | 4C2.a.13.h: Predict how an action could result in unintended consequences, both positive and negative. | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.2,4,6,7 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.2,4,6 L.11-12.1,2,4,6</p> |
| <p>Factors That Influence Stock Prices</p> <p>Students learn the basics of supply and demand in the stock market, explore factors that impact stock price, and read and respond to scenarios related to determining stock price.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain how supply and demand govern the price of a stock when it is traded on a stock market. Describe the factors that can influence stock price. | <p>Economics</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> <p>Use economic indicators to analyze the current and future state of the economy.</p> | NA | <p>Grades 9-10 RI.9-10.1,2,4 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 L.11-12.1,2,4,6</p> |

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| Session Descriptions | Social Studies Standards | WCCTS | Common Core ELA |
|---|--|--|---|
| <p>Financial Watchdogs</p> <p>Students learn about several groups who oversee the financial sector, set and enforce the policies and laws regulating it, and protect investors.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the protections provided to investors by market regulatory agencies that oversee financial markets, products, and professionals. | <p>No state standards for this topic- see National Standards for Financial Literacy at national-standards-for-financial-literacy.pdf (councilforeconed.org)</p> | NA | <p>Grades 9-10 RI.9-10.1,2,4 SL.9-10.2,4 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4,7 SL.11-12.2,4 L.11-12.1,2,4,6</p> |
| <p>Investing for the Long Term</p> <p>Students learn why investing over the long-term offers the best path toward success in the market and why day trading can be fraught with risk.</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify the value of and benefits associated with long-term investments. Express the risks associated with day trading and short-term investments. | <p>Personal Finance Literacy SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p> | 4C2.a.15.h: Determine the best resolution for a problem, decision or opportunity based on given criteria | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |
| <p>My Stock Portfolio</p> <p>This student self-guided activity enables students to practice what they have learned about investing as they research, select, and track real stocks on the stock market using an initial imaginary investment of \$10,000. This activity has no time limit, and students may track and adjust their portfolios for as long as they'd like. You might want to set time parameters on this project, such as a month, six weeks, or some other period of time that makes sense for students to be able to track their portfolios.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply research-based investment decisions. Practice following the process for buying and selling stocks. | <p>Personal Finance Literacy SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p> | 4C2.a.15.h: Determine the best resolution for a problem, decision or opportunity based on given criteria | <p>Grades 9-10 RI.9-10.2,4 W.9-10.6-9 L.9-10.1,2,3,4,6</p> <p>Grades 11-12 RI.11-12.2,4 W.11-12.6-9 L.11-12.1,2,3,4,6</p> |
| <p>Preparing for the JA Stock Market Challenge</p> <p>Students learn about the JA Stock Market Challenge and review the big ideas about stocks and the stock market.</p> <p>Students will:</p> <ul style="list-style-type: none"> Review the big ideas about investing, specifically stocks and stock trading. Prepare for the JA Stock Market Challenge. | <p>Personal Finance Literacy SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p> | <p>4C2.a.11.h: Determine the information needed to address an identified problem.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.1,2,4,7 SL.9-10.2,4 L.9-10.1,2,3,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4,7 SL.11-12.2,4 L.11-12.1,2,4,6</p> |

JA Take Stock in Your Future

| Session Descriptions | Social Studies Standards | WCCTS | Common Core ELA |
|--|--|--|--|
| <p>Private vs. Public Companies</p> <p>Students learn the basics of company ownership models using a pizza business scenario. They explore the advantages and disadvantages for a company of remaining private or becoming publicly owned.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the differences between private and public companies as they relate to company ownership. • Explain why a company would remain private or go public. | <p>No state standards for this topic- see National Standards for Financial Literacy at national-standards-for-financial-literacy.pdf (councilforeconed.org)</p> | <p>4C2.a.11.h: Determine the information needed to address an identified problem.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |
| <p>Setting Stock Prices & Trading Stock</p> <p>Students learn why public companies sell stock, what happens during a company’s initial public offering, and how stocks are traded on a stock exchange.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify how a stock’s price is set during a company’s initial public offering. • Identify the steps in the process for buying and selling stocks on a stock exchange. | <p>Personal Finance Literacy SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p> | <p>4C2.a.11.h: Determine the information needed to address an identified problem.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.1,2,4 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 L.11-12.1,2,4,6</p> |
| <p>Smart Investing</p> <p>Students learn the basics of stock market investing, read and respond to scenarios about investing, and are introduced to three investing strategies.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognize basic principles of investing in stocks. • List strategies for smart investing. | <p>Personal Finance Literacy SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p> | <p>4C2.a.14.h: Analyze the impact of a decision using a systems thinking model.</p> | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 SL.9-10.2,3 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 SL.11-12.2,3 L.11-12.1,2,4,6</p> |
| <p>Taxes and the Stock Market</p> <p>Students learn about short- and long-term capital gains and the ways in which they are taxed differently, depending upon income.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Examine how short- and long-term capital gains are taxed. | NA | NA | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |
| <p>The Animals of the Stock Market</p> <p>Students learn terms and jargon commonly used by investors when talking about investing and the stock market.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Express terms that describe people, events, and situations linked to investing | NA | NA | <p>Grades 9-10 RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p> |

| Session Descriptions | Social Studies Standards | Business & Information Technology; WCCTS | Common Core ELA | Common Core Math |
|---|--|--|---|--|
| <p>Session One: How Much? How Many?</p> <p>Students explore how price and production can affect business performance.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain how product price makes an impact on profits • Describe how production can affect price, sales, and profit | <p>Social Studies</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>Business & Information Technology</p> <p>BIT.MG2: Students will examine organizational structures for businesses and use operations and production principles for effective operation of the business.</p> | <p>Grades 9-10 RI.9-10.2,4,8 SL.9-10.1-4 SL.9-10.6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2,4 W.11-12.2,4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p> | <p>NA</p> |
| <p>Session Two: How Much? How Many? –The Simulation</p> <p>Students make decisions about price and production levels using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Make informed business price and production decisions | <p>Social Studies</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ3.a.h Assess how decisions about pending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>WCCTS</p> <p>EC4.a.13.h: Interpret how the changes in supply or demand often cause buyers and sellers to adjust their purchase and sales decisions based on relative price.</p> | <p>Grades 9-10 RI.9-10.4 W.9-10.2 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI-11-2.2,4 SL.11-12.1,2,3,4,6 L.11-12.1,2,6 L.11-12.6</p> | <p>Statistics and Probability</p> <p>CC.2.4. HS.B. CC.2.4. HS.B.3 CC.2.4. HS.B.5</p> |

JA Titan

| Session Descriptions | Social Studies Standards | Business & Information Technology; WCCTS | Common Core ELA | Common Core Math |
|--|---|---|--|--|
| <p>Session Three: Cutting Edge Students design a marketing plan.</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore why a business conducts research and development Explain how businesses determine their target markets and conduct market research Explain how marketing affects sales Identify key marketing strategies | <p>Social Studies</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>Business and Information Technology</p> <p>MG2.b.13.h: Examine aspects of scheduling, including the efficiency and effectiveness of a production schedule.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.2,7 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>NA</p> |
| <p>Session Four: Cutting Edge–The Simulation Students make decisions about price, production, and research and development using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> Make informed research and development and marketing decisions | <p>Social Studies</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices</p> | <p>WCCTS</p> <p>CS1.e.19.h: Analyze features, prices, product information, styles and performance of consumer goods for potential [trade-offs] among the components.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.2,7 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>Statistics & Probability S-IC S-IC.1 S-IC.6</p> <p>Mathematical Practices 1-8</p> |
| <p>Session Five: Make an Investment Students solicit capital investment.</p> <p>Students will:</p> <ul style="list-style-type: none"> Discuss reasons that businesses use different capital investment strategies Make recommendations for capital investment based on set parameters Define charitable giving and explain why businesses make decisions to share their resources | <p>Social Studies</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices</p> | <p>WCCTS</p> <p>4C2.a.11.h: Determine the information needed to address an identified problem, decision or opportunity.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.2 SL.9-10.1-4 L.9-10.1-2</p> <p>Grades 11-12 RI.11-12.2 SL.11-12.1-4 L.11-12.1-4</p> | <p>NA</p> |

JA Titan

| Session Descriptions | Social Studies Standards | Business & Information Technology; WCCTS | Common Core ELA | Common Core Math |
|--|---|---|---|--|
| <p>Session Six: Make an Investment–The Simulation</p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Make business decisions by applying their knowledge to a business simulation • Use what they have learned about price, production, research and development, marketing, capital investment, and charitable giving to make business decisions . | <p>Social Studies</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices</p> | <p>WCCTS</p> <p>4C2.a.11.h: Determine the information needed to address an identified problem. decision or opportunity.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.2,7 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2 ,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6L.11-12.1,2,3,4,6</p> | <p>Statistics and Probability</p> <p>CC.2.4.HS.B.3 CC.2.4.HS.B.5</p> |
| <p>Session Seven: JA Titan of Industry – The Competition</p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate how business decisions affect business performance • React appropriately to decisions made by other businesses | <p>Social Studies</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>WCCTS</p> <p>4C2.a.11.h: Determine the information needed to address an identified problem. decision or opportunity.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.2,7 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2 ,4 W.11-12.2,4,7,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>Statistics and Probability</p> <p>CC.2.4.HS.B.3 CC.2.4.HS.B.5</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | WCCTS | Common Core ELA | Common Core Math |
|---|---|---|--|--|
| <p>Tutorial: Getting Ready for Business*</p> <p>Students are guided through an interactive tour of the JA Titan simulation. They learn about the program’s goals and key terms used in the simulation, and how to play JA Titan.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize and correctly express the program’s key terms. Predict and identify various business trade-offs based on business decisions. Apply business decisions that indicate an understanding of the importance of profit to the success of a business. | <p>Social Studies</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p> | <p>WCCTS</p> <p>4C2.a.11.h: Determine the information needed to address an identified problem, decision or opportunity.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.4,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2,3,4,7 W.11-12.4,8 SL.11-12.1,2,4,6 L.11-12.1,2,4,6</p> | <p>NA</p> |
| <p>Competition Prep: Freestyle Exploration</p> <p>Students jump straight into playing the JA Titan simulation. There is no teacher or volunteer led guidance or focus on a business concept. Instead, students learn solely by playing, using the Student Quick Start Guide and Student Activity Sheet.</p> <p>Students will:</p> <ul style="list-style-type: none"> Apply the profit equation: profit equals total revenue minus total costs. Apply the concept of pricing based on costs, productivity, and profit. Demonstrate an understanding that companies are constrained by limited resources. Evaluate the possible trade-offs for each business decision before committing to the decision. Use a budget as a strategy to monitor income, expenses, and other financial records. Identify potential customers and their preferred phone features to increase profitability. Identify a new phone feature to be developed to potentially increase profits. | <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>WCCTS</p> <p>4C2.a.11.h: Determine the information needed to address an identified problem, decision or opportunity.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.2,4 W.9-10.4,8 SL.9-10.1,2 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.3,7 W.11-12.4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p> | <p>Math HS</p> <p>1, 2, 4, 5, 6, 7, 8</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | WCCTS | Common Core ELA | Common Core Math |
|---|---|---|--|--|
| <p>Competition Prep: How to Play JA Titan</p> <p>Students learn key terms and concepts for the simulation: budget, cash-on-hand, CEO, expenses, income statement, price, and production.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express and use the program’s key terms. Use a budget as a strategy to monitor income, expenses, and other financial records. Demonstrate an understanding that businesses are constrained by limited resources. Express the importance of profit to the success of a business. Practice using the features and functionality of the simulation interface. | <p>NA</p> | <p>WCCTS</p> <p>AF2.a.10.h: Track and make adjustments to budget performance.</p> <p>BCA1.b.13.h: Prepare a budget with income and expenses.</p> <p>BCA1.b.14.h: Compare budgeted costs to actual costs.</p> <p>PF2.c.6.h: Discuss the components of a personal budget, including income, planned saving, taxes and fixed/variable expenses.</p> | <p>Grades 9-10 RI.9-10.4 SL.9-10.1-2 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.3,4 W.11-12.4,8 SL.11-12.1 L.11-12.1,2,3,4,6</p> | <p>Common Core HS Math 1.2.4.5.6.7</p> |
| <p>Competition Prep: Exploring Production</p> <p>Students focus on the interconnected aspects of profit, price, cost, and production.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the profit equation. Describe how price is determined by cost plus markup. Express the importance of profit to the success of a business. Practice using the features and functionality of the simulation interface. | <p>Social Studies</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p> | <p>WCCTS</p> <p>4C2.a.11.h: Determine the information needed to address an identified problem, decision or opportunity.</p> <p>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.4,8 SL.9-10.1,2,3,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 SL.11-12.1,2,3,6 L.11-12.1,2,4,6</p> | <p>Statistics & Probability CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5</p> <p>Mathematical Practices 1-8</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | WCCTS | Common Core ELA | Common Core Math |
|--|---|--|--|---|
| <p>Competition Prep: Examining R&D and Marketing</p> <p>Students focus on the impact R&D and marketing can have on the product and the profits.</p> <p>Students will:</p> <ul style="list-style-type: none"> Describe why R&D and marketing expenses are investments. Express how R&D and marketing decisions support the success of a company. Practice using the features and functionality of the simulation interface. | <p>Social Studies</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> | <p>WCCTS</p> <p>MK1.a.11.h: Identify the impact of the product life cycle on marketing decisions.</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.4 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 W.11-12.4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,4,6</p> | <p>Mathematical Practices</p> <p>1-8</p> |
| <p>Competition Prep: Considering Economic Factors</p> <p>Students explore economic circumstances under which they may implement different strategies in preparation of the alternative scenario games available in the simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express and use the program's key terms. Express the importance of profit to a business's success. Evaluate and select the optimal business-based choices using the resources available. Recognize that shocks to demand or supply affect business management decisions. | <p>Social Studies</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ2.b.h Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.</p> | <p>NA</p> | <p>Grades 9-10 RI.9-10.2,4 SL.9-10.2 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 SL.11-12.1,2,3,4,6 L.11-12.1-3</p> | <p>Mathematical Practices</p> <p>1-8</p> |

JA Titan Blended Model

| Session Details | Social Studies Standards | WCCTS | Common Core ELA | Common Core Math |
|---|--|---|--|---|
| <p>Competition Prep: Presenting the JA Titan of Business Competition</p> <p>In this game-based session, students compete as businesses to see which will be crowned the JA Titan of Industry.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the importance of profit to the success of a business. Apply the profit equation: profit equals total revenue minus total costs. Demonstrate an understanding that companies are constrained by limited resources. Evaluate the possible trade-offs for each business decision before committing to the decision. Use a budget as a strategy to monitor income, expenses, and other financial records. Identify potential customers and their preferred phone features to increase profitability. Identify a new phone feature to be developed to potentially increase profits. Additionally, depending on the simulation settings selected, students may: Apply debt financing for profitability. Express the benefits to a business of making intentional, positive CSR decisions for the business, its employees, and the community. | <p>Social Studies</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p> | <p>WCCTS</p> <p>AF2.a.10.h: Track and make adjustments to budget performance.</p> <p>BCA1.b.13.h: Prepare a budget with income and expenses.</p> <p>BCA1.b.14.h: Compare budgeted costs to actual costs.</p> <p>PF2.c.6.h: Discuss the components of a personal budget, including income, planned saving, taxes and fixed/variable expenses.</p> | <p>Grades 9-10 RI.9-10.2,4 SL.9-10.2 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 SL.11-12.1,2,3,4,6 L.11-12.1-3</p> | <p>Mathematical Practices</p> <p>1-8</p> |
| <p>Deep Dive: Research & Development*</p> <p>This session provides a deeper exploration and study of R&D concepts.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the importance of R&D to the continued profitability of a business. <p>Identify a new feature to be developed for a smartphone that would potentially increase profits and practice working through the product design phase.</p> | <p>Social Studies</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p> | <p>NA</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.2,4,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI.11-12.2,3,4,7 W.11-12.2,4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,6</p> | <p>Mathematical Practices</p> <p>1-8</p> |

JA Inspire Virtual

| Session Details | Social Studies Standards | WCCTS | Common Core ELA | Common Core Math |
|--|---|--|--|---|
| <p>Deep Dive: Marketing*</p> <p>This session provides a deeper exploration and study of marketing concepts.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express the importance of marketing as an investment in the continued profitability of a business. <p>Apply the Four Ps of Marketing (product, place, price, and promotion) to a marketing plan to potentially increase a company's profits.</p> | <p>Social Studies</p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> | <p>WCCTS</p> <p>FMM1.g.24.h: Develop a marketing plan for a business or department.</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.2,4,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2,3,4,7 W.11-12.2,4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,6</p> | <p>Mathematical Practices</p> <p>1-8</p> |
| <p>Deep Dive: Corporate Social Responsibility*</p> <p>In this session, students analyze how a company can be a good community partner and socially responsible, culminating in a case study to explore how investing in CSR and being a good corporate citizen can impact a business and its many stakeholders.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express how a business, its employees, and the community all benefit when the business makes intentional, positive CSR decisions. Resolve an ethical business dilemma between a business's responsibilities of profit versus its responsibilities to various stakeholders, including employees, customers, and the community. | <p>Social Studies</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> <p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p> | <p>WCCTS</p> <p>BLE6.a.8.h: Analyze ethical dilemmas.</p> | <p>Grades 9-10 RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p>Grades 11-12 RI-11-12.2,3,4,7 W.11-12.2,4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,6</p> | <p>NA</p> |
| <p>Deep Dive: Daily Business Operations Speaker Session*</p> <p>In this volunteer-led session, a volunteer presents how his/her own business knowledge applies and relates to the business concepts in the simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> Recognize real-world applications of the terms and concepts from the game through a volunteer guest speaker presentation. | <p>NA</p> | <p>NA</p> | <p>Grades 9-10 SL.9-10.1-3 L.9-10.1,2,4,6</p> <p>Grades 11-12 SL.11-12.1-3 L.11-12.1,2,3,6</p> | <p>NA</p> |

JA Inspire Virtual

| Session Descriptions | Personal Finance Literacy Social Studies Standards | ACP; WCCTS | Common Core ELA |
|--|---|---|--|
| <p>Session One: Career Interests and Your Path</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>The students will:</p> <ul style="list-style-type: none"> ▪ Consider their values, skills, and interests. ▪ Take a Career Interest Inventory. ▪ Relate their values, skills, interests, and Career Interest Inventory to future career opportunities. | <p>Social Studies</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> | <p>ACP Career Exploration</p> <p>Take age-appropriate inventories and assessments for career exploration and reflect on the results.</p> <p>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</p> | <p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p> |
| <p>Session Two: Career Planning and Your Path</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>The students will:</p> <ul style="list-style-type: none"> ▪ Learn why career planning is important. ▪ Recognize career clusters. ▪ Identify career clusters that match their skills and interests. ▪ Identify requirements to obtain jobs in fields of interest. | <p>NA</p> | <p>ACP Explore</p> <p>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.</p> <p>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</p> | <p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L.1 L.2 L.3 L.4 L.6</p> |

JA Inspire Virtual

| Session Descriptions | Personal Finance Literacy Social Studies Standards | ACP; WCCTS | Common Core ELA |
|---|---|--|--|
| <p>Session Three: Preparing to Meet Your Future</p> <p>Students learn how awareness of their values, skills, and interests helps guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest.</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Understand why it's important to choose a career where they can be successful and develop a career plan. ▪ Practice soft skills. ▪ Recognize education and training requirements and opportunities for careers of interest. | <p>Personal Finance Literacy</p> <p>CD1.d.5.h: Predict the outcome of various decisions on personal, social and career success.</p> | <p>ACP Career Exploration</p> <p>Understand the relevance of current studies and activities to their career of interest.</p> | <p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p> |
| <p>Session Four: Local Business Means Opportunity</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>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize traits of their local economy. ▪ Identify common career clusters in their area and among JA Inspire Virtual exhibitors. ▪ Create a list of exhibitors to visit during JA Inspire Virtual. | <p>Social Studies</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> | <p>ACP Career Exploration</p> <p>Understand the relevance of current studies and activities to their career of interest.</p> <p>Engage in career fairs, field trips, job shadowing opportunities, and other school-provided career exploration opportunities.</p> <p>Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.</p> | <p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L.1 L.2 L.3 L.4 L.6</p> |

JA Inspire Virtual

| Session Descriptions | Personal Finance Literacy Social Studies Standards | ACP; WCCTS | Common Core ELA |
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| <p>Session Five: Learn from the Experts</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>The students will:</p> <ul style="list-style-type: none"> Identify relevant JA Inspire Virtual speakers and webinars to attend. Note facts about the speakers and topics of webinars they will attend. Develop questions to consider when watching the speakers and webinars. | <p>Social Studies</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> | <p>WCCTS</p> <p>CD3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.</p> <p>CD4.a.6.h: Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.</p> | <p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p> |
| <p>Session Six: Welcome to JA Inspire Virtual</p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p>The students will:</p> <ul style="list-style-type: none"> Visit exhibits at JA Inspire Virtual. Attend speeches and webinars at JA Inspire Virtual. Complete the What I Learned section of the chart from their Learn from the Experts worksheet. | <p>Personal Finance Literacy</p> <p>CD1.d.5.h: Predict the outcome of various decisions on personal, social and career success.</p> | <p>ACP Career Exploration</p> <p>Understand the relevance of current studies and activities to their career of interest.</p> <p>Engage in career fairs, field trips, job shadowing opportunities, and other school-provided career exploration opportunities.</p> <p>Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.</p> | <p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Writing</p> <p>W.4 W.5 W.6</p> <p>Language</p> <p>L.1 L.2 L.3 L.4 L.6</p> |
| <p>Session Seven: JA Inspire Personal Reflection</p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p>Students will:</p> <ul style="list-style-type: none"> Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event. Identify next steps, including exploration of high school coursework and other research. | <p>Personal Finance Literacy</p> <p>CD1.d.5.h: Predict the outcome of various decisions on personal, social and career success.</p> <p>Social Studies</p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> | <p>ACP Components Career Exploration</p> <p>Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.</p> | <p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p> |