

A Correlation
MASSACHUSETTS
Academic Standards and
Junior Achievement
High School Programs

INSPIRING
TOMORROWS

TM



Updated (2022)
Common Core State Standards Included
[Social Science Framework](#)

[VTE Framework Strand Four: Employability and Career Readiness Knowledge and Skills \(mass.edu\)](#)

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 Massachusetts Academic Standards for Social Science Framework, VTE Framework Strand Four: Employability and Career Readiness Knowledge and Skills. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed. Alternate delivery methods, such as remote digital delivery and student self-guided options, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

High School Programs

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

[JA Be Entrepreneurial \(modular\)](#) is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators. In JA Creative Problem Solving, students learn and apply design thinking, an innovative process for problem solving used by entrepreneurs (and intrapreneurs).

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

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

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

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

[JA Excellence Through Ethics™](#) affords students the opportunity to learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community.

[JA High School Heroes™](#) provides leadership development opportunities to high school students who deliver JA programs in elementary schools.

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

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

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

JA Launch Lesson™ is a point-of-entry program delivered by community entrepreneurs. Students gain firsthand knowledge about starting a business and the entrepreneurial journey.

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

Session Description	Social Science Standards	Other Standards	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 care that meets their driving needs 	<p>Personal Finance Literacy</p> <p>HSS.PFL.T3.6. Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates.</p> <p>Topic 2. Saving Money</p> <p>1. Recognize that banks and other financial institutions are businesses that loan funds received from depositors to borrowers.</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 Creative Problem Solving

Session Description	Social Science Standards	Vocational Technical Education Framework Business Technology	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>4.C.04.05 Demonstrate the ability to evaluate multiple solutions to problems and challenges using critical reasoning and workplace/industry knowledge and select the best solution to the problem.</p> <p>4.C.04.06 Implement solution(s) to challenges and/or problem(s) observed in the workplace.</p> <p>2.B.03.02 Utilize appropriate technology to solve a problem or complete a task.</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>4.C.04.05 Demonstrate the ability to evaluate multiple solutions to problems and challenges using critical reasoning and workplace/industry knowledge and select the best solution to the 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 Science Standards	Vocational Technical Education Framework Business Technology	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. 		<p>4.C.04.05 Demonstrate the ability to evaluate multiple solutions to problems and challenges using critical reasoning and workplace/industry knowledge and select the best solution to the problem.</p> <p>4.C.04.06 Implement solution(s) to challenges and/or problem(s) observed in the workplace.</p>	<p>Grades 9–10 RI.2,4 W. 4 SL.1,2,3,6 L. 1,2,3,4,6</p> <p>Grades 11–12 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. 		<p>4.C.04.04 Explain proposed solutions to challenges observed in the workplace.</p> <p>4.C.04.06 Implement solution(s) to challenges and/or problem(s) observed in the workplace.</p>	<p>Grades 9–10 RI. 2,4 W. 2,4,7 SL.1,2,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 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>4.C.04.04 Explain proposed solutions to challenges observed in the workplace.</p> <p>4.C.04.06 Implement solution(s) to challenges and/or problem(s) observed in the workplace.</p>	<p>Grades 9–10 RI.2,4 W. 2,4,7 SL.2,3,4,6 L.1,2,3,4,6</p> <p>Grades 11–12 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 Science Standards	Vocational Technical Education Framework Business 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>Economics</p> <p>Topic 2. Supply and Demand</p> <p>5. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>	<p>2.C.01.01 Define entrepreneurship and describe entrepreneurial characteristics.</p> <p>5.A.01 Demonstrate an understanding of the practices required to start a business.</p> <p>5.A.01.01 Define entrepreneurship and be able to recognize and describe the characteristics of an entrepreneur.</p>	<p>Grades 9–10</p> <p>RI.4 W.4 SL.1,2,3 L.1,2,4,6</p> <p>Grades 11–12</p> <p>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>4.A.01.02 Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders.</p>	<p>Grades 9–10</p> <p>RI.2,4,8 SL.1,2,3 L.1-6</p> <p>Grades 11–12</p> <p>RI.2,4 SL.1,2,3 L.1,4,6</p> <p>RH 9-12 1,2,4,5,7</p>

JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Social Science Standards	Vocational Technical Education Framework Business Technology	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>4.A.01.02 Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders.</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 Science Standards	Vocational Technical Education Framework Business Technology	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>4.B.01.01 Communicate effectively using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers.</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>4.B.01 Demonstrate appropriate oral and written communication skills in the workplace.</p> <p>4.B.01.01 Communicate effectively using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers.</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 Science Standards	Vocational Technical Education Framework Business Technology	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>Economics</p> <p>Topic 2. Supply and Demand [T2]</p> <p>10. Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.</p> <p>Topic 3. Market structures [T3]</p> <p>5. Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.</p>		<p>Grades 9–10 RI.4,8 W. 4 SL.1,2,3,4 L.1,2,3,4,6</p> <p>Grades 11–12 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>Economics</p> <p>Topic 3. Market structures [T3]</p> <p>5. Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.</p> <p>7. Explain ways that firms engage in price and nonprice competition.</p>		<p>Grades 9–10 RI. 4,8 W. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p>Grades 11–12 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 Science Standards	Vocational Technical Education Framework Business 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>2.C.01.04 Identify and explain the elements of a business plan.</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>2.C.01.04 Identify and explain the elements of a business plan.</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 Science Standards	Vocational Technical Education Framework Business Technology	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>4.A.01.01 Develop and revise career plan annually based on workplace awareness and skill attainment.</p> <p>4.A.01.02 Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders.</p> <p>4.A.01.03 Examine potential career field(s)/discipline(s) and identify criteria to select, secure and keep employment in chosen field(s).</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>4.A.01.04 Research and evaluate a variety of careers utilizing multiple sources of information and resources to determine potential career(s) and alternatives.</p> <p>4.A.01.05 Identify training and education requirements that lead to employment in chosen field(s) and demonstrate skills related to evaluating employment opportunities.</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>
<p>Session Three: After the Fair</p> <p>In the post-fair session, students will reflect on their JA Career Exploration Fair experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify a future career goal ▪ Create a personal action plan 		<p>4.A.01 Develop a career plan and portfolio.</p> <p>4.A.01.01 Develop and revise career plan annually based on workplace awareness and skill attainment.</p>	<p>Reading for Informational Text RI 2 RI 4 RI 5 RI 7</p> <p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 4 W 7</p> <p>Social Studies Literacy RH.6-8.3 RH.6-8.4</p>

JA Career Speaker Series

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	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>2.B.01.02 Apply effective listening, written, verbal and nonverbal communication.</p>	<p>Reading for Informational Text RI 1 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>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>2.B.01.02 Apply effective listening, written, verbal and nonverbal communication.</p> <p>4.B.02 Demonstrate active listening skills.</p> <p>4.B.02.01 Listen attentively and respectfully to others.</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>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>4.A.01.04 Research and evaluate a variety of careers utilizing multiple sources of information and resources to determine potential career(s) and alternatives.</p>	<p>Speaking and Listening SL 1 SL 2</p> <p>Writing W 2 W 4 W 7</p> <p>Language L 3 L 4 L 6</p>

JA Career Success

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use a problem-solving technique to solve personal and professional problems ▪ Apply critical-thinking skills to work-based problems ▪ Recognize that decisions made in the workplace have consequences 	<p>Economics</p> <p>FL.1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p>	<p>4.C.04.05 Demonstrate the ability to evaluate multiple solutions to problems and challenges using critical reasoning and workplace/industry knowledge and select the best solution to the problem.</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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize common responses to conflict ▪ Apply conflict-management skills to resolve work-based issues 	<p>Economics</p> <p>FL.1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p>	<p>4.B.01.01 Communicate effectively using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers.</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

<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>Objectives:</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>Economics</p> <p>FL.1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p>	<p>4.C.03.01 Demonstrate ability (both verbally and non-verbally) to accept direction and constructive criticism and to implement solutions to change behaviors.</p> <p>4.C.04.01 Evaluate assigned tasks for time to completion and prioritization.</p> <p>4.C.06 Interact appropriately with coworkers.</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>
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JA Career Success

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA
<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>Objectives:</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>Economics</p> <p>FL.1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p>	<p>4.A.03.03 Practice effective interviewing skills: appearance, inquiry and dialogue with interviewer, positive attitude and evidence of work ethic and skills.</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>
<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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of being focused, proactive, and adaptable when exploring careers ▪ Rank work environment priorities as an anchor for making career planning decisions 	<p>Economics</p> <p>FL.1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p>	<p>4.A.01.03 Examine potential career field(s)/discipline(s) and identify criteria to select, secure and keep employment in chosen field(s).</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 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>Objectives:</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>Economics</p> <p>FL.1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p>	<p>4.A.01.04 Research and evaluate a variety of careers utilizing multiple sources of information and resources to determine potential career(s) and alternatives.</p> <p>4.A.01.05 Identify training and education requirements that lead to employment in chosen field(s) and demonstrate skills related to evaluating employment opportunities.</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 Science Standards	Vocational Technical Education Framework Business Technology	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>Objectives:</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>Economics</p> <p>FL.1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p>	<p>4.A.03.03 Practice effective interviewing skills: appearance, inquiry and dialogue with interviewer, positive attitude and evidence of work ethic and skills.</p>	<p>Grades 9–10 RI.9-10.4,5 W.9-10.2 SL.9-10.1,2 L.9-10.1</p> <p>Grades 11–12 RI.11-12.4,5 W.11-12.1,3,9 SL.11-12.1,2 L.11-12.1</p>

JA Career Success Blended

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA
<p>Welcome to the Workplace</p> <p>Students are onboarded by the Human Resources department on their first day at Orbit Boom, explore the employee handbook and organizational hierarchy, and set SMART goals for their internship.</p> <p>Students:</p> <ul style="list-style-type: none"> Examine a company’s organizational hierarchy and cultural norms to adapt to the specific business environment. Establish SMART performance goals that align with the company’s key success factors . 		<p>5.B.01.01 Formulate short- and long-term business goals.</p>	<p>9-10 RI 1.RI.4,RI.10 W.2b.e.f.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> <p>11-12 RI 1.RI.4,RI.10 W.2b.e.f.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p>
<p>Workplace Decision Making</p> <p>Students are asked by the head of Information Services to evaluate communication platform options using a seven-step decision-making process and share their decision in a persuasive summary.</p> <p>Students:</p> <ul style="list-style-type: none"> Demonstrate self-direction by identifying credible sources, conducting research, and summarizing recommendations. Communicate recommendations using evidence for persuasion. 		<p>6.A.04 Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.</p>	<p>9-10 RI 1.R2,RI.4,RI.10 W.1,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> <p>11-12 RI 1.R2,RI.4,RI.10 W.1.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p>
<p>Work Smart: Planning and Remote Collaboration</p> <p>Students work in groups to plan a company-wide remote meeting with a detailed timeline for the Executive team.</p> <p>Students:</p> <ul style="list-style-type: none"> Organize work priorities based on importance and urgency. Plan realistic pacing for tasks to self-manage time and productivity. Identify best practices for collaborating when working remotely. 		<p>6.A.04 Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.</p>	<p>9-10 RI 1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL.5,SL6 L1,L2,L3,L4,L5,L6</p> <p>11-12 RI 1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,SL.6 L1,L2,L3,L4,L5,L6</p>

JA Career Success Blended

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA
<p>Conflict Resolution in the Workplace</p> <p>Students role-play conflicts in the Logistics department and apply conflict management techniques through improvisation to resolve conflicts in the warehouse.</p> <p>Students:</p> <ul style="list-style-type: none"> • Apply logic and reason to determine a win-win outcome for the team’s success. • Express empathy and use active listening in a conflict resolution situation. 		<p>4.C.06.06 Negotiate solutions to interpersonal and workplace conflicts.</p>	<p>9-10 RI 1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL.5,SL6 L1,L2,L3,L4,L5,L6</p> <p>11-12 RI 1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,SL.6 L1,L2,L3,L4,L5,L6</p>
<p>Workplace Creativity</p> <p>Students collaborate to generate, narrow down, and elaborate on creative ideas for new products and services with the R&D department.</p> <p>Students:</p> <ul style="list-style-type: none"> • Invent creative and reasonable solutions using collaborative brainstorming techniques. • Present the creative idea clearly and briefly, highlighting the solution’s features and benefits. • Adjust the chosen solution based on business requirements and real-world limitations. 		<p>6.A.04 Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.</p> <p>4.C.04.04 Explain proposed solutions to challenges observed in the workplace.</p>	<p>9-10 RI 1.R2,RI.4,RI.10 W.2,W.4,W.5,W.6 SL.1,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p>11-12 RI 1.R2,RI.4,RI.10 W.2.,W.4,W.5,W.6 SL.1,SL4,SL6 L1,L2,L3,L4,L5,L6</p>
<p>Solving Work Problems</p> <p>Students analyze declining sales of a key software product. They identify the root cause and present findings to the Sales & Marketing department head.</p> <p>Students:</p> <ul style="list-style-type: none"> • Apply analytical thinking to research and identify the root cause of an issue. • Present a clear solution that conveys sound reasoning and directly addresses the root cause. 		<p>4.C.04.06 Implement solution(s) to challenges and/or problem(s) observed in the workplace.</p>	<p>9-10 RI 1.R2,RI.4,RI.7 W.2,W.4,W.5,W.6 SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p>11-12 RI 1.R2,RI.4,RI.7 W.2.,W.4,W.5,W.6 SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p>

JA Career Success Blended

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA
<p>Crisis Management</p> <p>Students evaluate an existing contingency plan in the Production department and generate recommendations for improvement in an executive summary. They reassess their Session One goals, and Orbit Boom hires them.</p> <p>Students:</p> <ul style="list-style-type: none"> • Identify potential crises and plan appropriate risk responses for each situation (avoid, reduce, transfer, or accept). • Develop recommendations to revise an existing contingency plan to prepare for future problems. • Communicate the revised contingency plan accurately and briefly. • Reassess the original SMART goal based on the soft skills practiced in the simulated internship. 	<p>Economics</p> <p>5. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>		<p>9-10 RI.1,R2,RI.4,RI.10 W.2,W.4, SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p>11-12 RI.1,R2,RI.4,RI.10 W.2.,W.4, SL.1,SL.2,SL4,SL6 L1,L2,L3,L4,L5,L6</p>

JA Company Program

Session Descriptions	Social Science Standards	CTE Marketing	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>Economics</p> <p>15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>	<p>CTE Marketing</p> <p>2.J.01.01 Define entrepreneurship.</p> <p>2.J.01.02 List the characteristics and skills of an entrepreneur.</p> <p>2.J.01.03 Explain the disadvantages and advantages of being an entrepreneur.</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>Economics</p> <p>1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services.</p> <p>2 Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs.</p> <p>22. Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.</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 Science Standards	CTE Marketing	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>Economics</p> <p>26. Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.</p>	<p>CTE Marketing</p> <p>2.C.02.01 Conduct a Strength, Weaknesses, Opportunities, Threats (SWOT) analysis.</p> <p>2.J.01.05 Define legal steps in establishing a business.</p> <p>2.J.01.06 Measure feasibility of a new business venture</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 Science Standards	CTE Marketing	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. 	<p>Economics</p> <p>22. Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.</p>	<p>CTE Marketing</p> <p>2.E.01 Develop policies and procedures to protect workplace security.</p> <p>2.P.01 Explain the concepts, systems and tools needed to gather, access, synthesize, evaluate and disseminate information in making business decisions.</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>Economics</p> <p>11. Describe the role of buyers and sellers in determining the equilibrium price.</p> <p>12. Describe how prices send signals to buyers and sellers.</p> <p>6. Recognize that voluntary exchange occurs when all participating parties expect to gain.</p> <p>23. Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.</p>	<p>CTE Marketing</p> <p>2.J.01.07 Determine resources needed for a new business to contribute to its startup viability.</p> <p>2.M.01 Demonstrate foundational knowledge of product/service management.</p> <p>2.D.02 Analyze financial needs and goals to determine financial requirements.</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 Science Standards	CTE Marketing	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>Economics</p> <p>51. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.</p>	<p>CTE Marketing</p> <p>2.D.01 Explain the fundamental principles of monetary exchanges.</p> <p>2.D.04 Manage financial resources to ensure solvency.</p> <p>2.O.01 Explain changes that affect the accounting equation.</p> <p>2.O.06 Prepare Financial Statements.</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>CTE Marketing</p> <p>4.C.06 Interact appropriately with coworkers</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>Economics</p> <p>4. Describe how people respond predictably to positive and negative incentives.</p>	<p>CTE Marketing</p> <p>2.C.01 Explain the role and function of business marketing to facilitate economic exchanges with customers.</p> <p>2.C.03.04 Create and analyze a target market for a product/service.</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 Excellence Through Ethics

Session Descriptions	Social Science Standards	CTE Marketing	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>Economics</p> <p>15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>	<p>CTE Marketing</p> <p>2.B.02.01 Approach the customer in a manner appropriate to the situation and/or industry.</p> <p>2.B.02.03 Identify customer objectives, concerns and problems as they pertain to the product/service.</p> <p>2.F.01 Demonstrate foundational knowledge of the principles of selling.</p> <p>Demonstrate foundational knowledge of the principles of selling.</p> <p>2.F.02 Develop prospecting methods to acquire new customers.</p> <p>2.H.01.01 Explain ways a company or organization can market itself, including choosing a name, designing logos and promotional materials, advertising and the importance of word-of-mouth.</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>Economics</p> <p>15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>	<p>CTE Marketing</p> <p>2.E.03 Implement purchasing procedures to obtain business supplies, equipment and services</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>

JA Excellence Through Ethics

Session Descriptions	Social Science Standards	CTE Marketing	Common Core ELA
<p>Business Operations</p> <p>Over the course of several meetings, students launch their business, work in their business teams to run the business, and share weekly progress with Leadership. They have access to self-guided content to support their specific roles.</p> <p>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>Economics</p> <p>15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p>	<p>CTE Marketing</p> <p>2.N.01 Apply effective skills in all domains of communication.</p> <p>4.B.01 Demonstrate appropriate oral and written communication skills in the workplace.</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>
<p>Meeting Twelve: Liquidate the Company</p> <p>Students finalize their company’s operations, initiate the steps necessary to liquidate their company’s assets, and complete the steps to close out their company.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the liquidation process for the company and the associated tasks. ▪ Demonstrate the liquidation process of a business by executing the tasks to complete the student company. 	<p>Economics</p> <p>15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</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>

JA Excellence Through Ethics

Session Descriptions	Social Science Standards	CTE Marketing & Vocational Technical Education Framework	Common Core ELA
<p>Meeting Thirteen: Create a Personal Plan of Action</p> <p>Students recognize the necessity of networking as an entrepreneur and work on a personal action plan to develop their personal network and to refine their entrepreneurial skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe the importance of networking related to your business and overall entrepreneurial success. ▪ Execute an introductory plan to initiate networking by determining immediate people and organizations you can connect with. ▪ Execute a personal action plan to detail the next steps you will take in your entrepreneurial journey. 		<p>CTE Marketing</p> <p>4.A.01.05 Identify training and education requirements that lead to employment in chosen field(s) and demonstrate skills related to evaluating employment opportunities.</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>
<p>Meeting Fourteen: Develop an Annual Report (Optional)</p> <p>During this optional meeting, students create an annual report as a summary of their student company experience.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Describe an annual report and its purpose. ▪ Develop a summary annual report project to complete the business venture experience. 		<p>Business Technology</p> <p>4.B.01 Demonstrate appropriate oral and written communication skills in the workplace.</p> <p>4.B.01.01 Communicate effectively using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers.</p> <p>4.B.01.02 Read technical and work-related documents and demonstrate understanding in oral discussion and written exercise.</p>	<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 Science Standards	Vocational Technical Education Framework Business Technology	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>2.C.02.07 Describe and demonstrate business ethics.</p> <p>5.E.01 Demonstrate an understanding of legal, ethical and social responsibility for businesses.</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>2.B.01.02 Apply effective listening, written, verbal and nonverbal communication.</p> <p>2.B.01.03 Demonstrate appropriate etiquette in communication.</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>2.C.02.07 Describe and demonstrate business ethics.</p> <p>5.E.01 Demonstrate an understanding of legal, ethical and social responsibility for businesses.</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 Science Standards	Vocational Technical Education Framework Business Technology	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. 		<p>2.C.02.01 Describe and demonstrate effective leadership and teamwork skills.</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. 		<p>4.B.01 Demonstrate appropriate oral and written communication skills in the workplace.</p> <p>4.B.01.08 Identify and demonstrate professional non-verbal communication.</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. 		<p>4.C.04.05 Demonstrate the ability to evaluate multiple solutions to problems and challenges using critical reasoning and workplace/industry knowledge and select the best solution to the problem.</p> <p>4.C.04.06 Implement solution(s) to challenges and/or problem(s) observed in the workplace.</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 Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA
<p>Reflection</p> <p>Students share their JA High School Heroes experience and learn about its relevance to their futures. They complete a self-assessment designed to reiterate lessons about leadership, presentations, and critical thinking.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Implement objective criteria to self-evaluate ▪ Recognize the value of constructive feedback and the growth mind-set ▪ Develop a personal action plan. 		<p>4.C.03.02 Ask appropriate questions to clarify understanding of feedback.</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 Inspire Virtual

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	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>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>4.A.01.02 Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders.</p> <p>4.A.02.02 Explore and evaluate postsecondary job opportunities and career pathways specific to career technical areas.</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>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>4.A.02.02 Explore and evaluate postsecondary job opportunities and career pathways specific to career technical areas.</p> <p>4.A.01.02 Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders.</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	Social Science Standards	Vocational Technical Education Framework Business Technology	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>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>4.A.01.01 Develop and revise career plan annually based on workplace awareness and skill attainment.</p> <p>4.A.01.02 Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders.</p> <p>4.A.01.03 Examine potential career field(s)/discipline(s) and identify criteria to select, secure and keep employment in chosen field(s).</p> <p>4.A.01.04 Research and evaluate a variety of careers utilizing multiple sources of information and resources to determine potential career(s) and alternatives.</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Language 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>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>4.A.01.04 Research and evaluate a variety of careers utilizing multiple sources of information and resources to determine potential career(s) and alternatives.</p> <p>4.A.01.05 Identify training and education requirements that lead to employment in chosen field(s) and demonstrate skills related to evaluating employment opportunities.</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Writing W.4 W.5 W.6</p> <p>Language L.1 L.2 L.3 L.4 L.6</p>

JA Inspire Virtual

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA
<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>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>4.B.02.03 Show initiative in improving communication skills by asking follow-up questions of speaker in order to confirm understanding.</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>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>2.B.01.02 Apply effective listening, written, verbal and nonverbal communication.</p> <p>4.B.02.01 Listen attentively and respectfully to others.</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	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA
<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>4.A.01.04 Research and evaluate a variety of careers utilizing multiple sources of information and resources to determine potential career(s) and alternatives.</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Language L.1 L.3 L.4 L.5 L.6</p>

JA It's My Job Soft Skills

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	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>4.C.01.01 Identify and practice professional time-management and attendance behaviors including punctuality, reliability, planning and flexibility.</p> <p>4.B.01.01 Communicate effectively using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers.</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>4.A.02.01 Conduct a job search and complete written and electronic job applications, resumes, cover letters and related correspondence for a chosen career path.</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. 		<p>4.A.03 Demonstrate all phases of the job interview process.</p> <p>4.A.03.03 Practice effective interviewing skills: appearance, inquiry and dialogue with interviewer, positive attitude and evidence of work ethic and skills.</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>

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	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. 		<p>4.C.06.04 Explain and follow workplace policy on the use of cell phones and other forms of social media.</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. 		<p>4.C.06.05 Maintain focus on tasks and avoid negative topics or excessive personal conversations in the workplace.</p> <p>4.B.01 Demonstrate appropriate oral and written communication skills in the workplace.</p> <p>4.B.01.01 Communicate effectively using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisors and customers.</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 Writing</p> <p>This session covers the basics of professional writing. Included are activities that allow students to practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Use proper spelling, grammar, and punctuation in the workplace. ▪ List best practices for effective business writing. ▪ Use clear language and appropriate style for written communication in the workplace. ▪ Identify important ideas and express them clearly and concisely in writing. 		<p>4.B.01.03 Demonstrate professional writing skills in work-related materials and communications (e.g., letters, memoranda, instructions and directions, reports, summaries, notes and/or outlines).</p> <p>4.B.01.04 Use a variety of writing/publishing/presentation applications to create and present information in the workplace.</p>	<p>Grades 9-10 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 RI.11-12.1,4,11 W.11-12.2,4,6,10 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p>

JA Job Shadow Blended Model

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA
<p>Optional Pre-Lesson Enhancements</p> <p>To prepare for the guest entrepreneur, consider these optional entrepreneurship-focused opportunities:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Determine their entrepreneur profile ▪ brainstorm possible products or services that meet product criteria 		<p>5.C.01.06 Describe the impact of supply and demand on a product or business.</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>Day of the Visit</p> <p>Students engage in an inspirational experience that explores entrepreneurship and highlights the opportunities, challenges, and preparation required for successful participation in the global economy.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Analyze a real-world example of entrepreneurship. ▪ Determine one next step that could lead to a new business venture. 		<p>4.C.04.06 Implement solution(s) to challenges and/or problem(s) observed in the workplace.</p> <p>2.C.02.04 Explain advantages and disadvantages of a global marketplace.</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 will reflect and discuss their learnings after interacting with a local business professional.</p> <p>Students can log on to the JA My Way website to learn more about ethics or have a debate about an ethical dilemma.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Work independently to discover more about entrepreneurship. 		<p>5.C.01.03 Describe methods of market research and identifying target markets.</p> <p>6.A.04 Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.</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 Job Shadow Blended Model

JA Launch Lesson

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	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>4.A.01 Develop a career plan and portfolio.</p> <p>4.A.01.01 Develop and revise career plan annually based on workplace awareness and skill attainment.</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>4.A.01.02 Assess personal strengths and interest areas to determine potential careers, career pathways and career ladders.</p> <p>4.A.01.03 Examine potential career field(s)/discipline(s) and identify criteria to select, secure and keep employment in chosen field(s).</p> <p>4.A.01.04 Research and evaluate a variety of careers utilizing multiple sources of information and resources to determine potential career(s) and alternatives.</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 Science Standards	Vocational Technical Education Framework Business Technology	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 		<p>4.A.02.02 Explore and evaluate postsecondary job opportunities and career pathways specific to career technical areas.</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 		<p>4.A.02.01 Conduct a job search and complete written and electronic job applications, resumes, cover letters and related correspondence for a chosen career path.</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 		<p>4.A.03 Demonstrate all phases of the job interview process.</p> <p>4.A.03.03 Practice effective interviewing skills: appearance, inquiry and dialogue with interviewer, positive attitude and evidence of work ethic and 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 Science Standards	Vocational Technical Education Framework Business Technology	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 	<p>PFL 1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p>	<p>4.A.02.02 Explore and evaluate postsecondary job opportunities and career pathways specific to career technical areas</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 		<p>4.A.02.03 Identify role and use of social media and networking for staying current with career and employment trends as well as networking, job seeking and career development opportunities.</p> <p>4.A.03.03 Practice effective interviewing skills: appearance, inquiry and dialogue with interviewer, positive attitude and evidence of work ethic and skills.</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. 		<p>4.A.01 Develop a career plan and portfolio.</p> <p>4.A.01.01 Develop and revise career plan annually based on workplace awareness and skill attainment.</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	Social Science Standards	Vocational Technical Education Framework Business 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>PFL.1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location.</p> <p>PFL.2. Explain why wages and salaries are determined by the labor market, and how changes in economic conditions (such as a recession) or the labor market (such as business shift from coal to oil or natural gas) can affect changes in a worker's income or may cause unemployment.</p>		<p>Grades 9-12 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>PFL. 12. Formulate a savings or financial investment plan for a future goal.</p>		<p>Grades 9-12 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>

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Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business 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>PFL.7. Recognize that banks and other financial institutions are businesses that loan funds received from depositors to borrowers.</p> <p>PFL.12. Formulate a savings or financial investment plan for a future goal</p>		<p>Grades 9-12 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>PFL.13. Recognize that a credit card purchase is a type of loan from the financial institution that issued the credit card that financial institutions may charge a fee for credit card use, and that credit card interest rates tend to be higher than those for other types of loans.</p> <p>PFL.14. Explain why some banks offer credit at low introductory rates that increase when a consumer makes a late payment or misses a payment.</p>		<p>Grades 9-12 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>

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Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business 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>PFL.6. Explain the state and federal governments’ roles in consumer protection.</p> <p>PFL.15. Explain what a credit bureau does, what a credit rating is and the factors from an individual’s credit history that may lead to denial of credit; explain the potential uses of credit reports and scores</p> <p>PFL.17. Explain a consumer’s rights for full disclosure of credit terms for a loan and for a free copy of his or her own credit report so that the consumer can verify it.</p> <p>PFL.24. Explain the problems associated with identity theft and ways to protect sensitive personal information, particularly in online transactions, email scams, and telemarketing.</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. ▪ Calculate savings gained through smart shopping. 	<p>PFL. 4. Describe the impact of advertising and social media on purchasing decisions; use data to research the effects of media sources on purchases of durable goods (such as cars or appliances) or more temporary goods and services (such as shoes, clothes, cosmetics, or transportation).</p>		<p>Grades 9-12</p> <p>9-12.RI.4 9-12.RI.6 9-12.SL.2 9-12.L.3</p>

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<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>PFL.23. Explain the purpose of various types of insurance (e.g., health, disability, life, property and casualty); research the costs and coverage of a particular type of insurance from several different companies and analyze which company provides the best option for a particular type of consumer (e.g., a young family, a retiree).</p> <p>PFL.24. Explain the problems associated with identity theft and ways to protect sensitive personal information, particularly in online transactions, email scams, and telemarketing.</p>		<p>Grades 9-12</p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6</p>
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Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business 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>PFL.7. Recognize that banks and other financial institutions are businesses that loan funds received from depositors to borrowers.</p> <p>PFL.8.Explain the relationship between principal (the initial amount of money deposited in a bank by a person), interest (the amount earned from a bank, usually annually), and compound interest (interest earned on the principal and the interest already earned).</p>		<p>Grades 9-12 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 (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>PFL.1. Recognize that a credit card purchase is a type of loan from the financial institution that issued the credit card, that financial institutions may charge a fee for credit card use, and that credit card interest rates tend to be higher than those for other types of loans.</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>

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Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business 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 counseling.</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>PFL. 4. Research and report on the long-term consequences for borrowers of failure to repay loans, such as negative entries in a credit report, repossession of property, garnishment of wages, the inability to obtain loans in the future, and bankruptcy.</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>PFL 7. Explain what a financial asset is (e.g., bank deposit, stocks, bonds, mutual funds, real estate) is and explain why the worth of assets can go up or down over time.</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	Social Science Standards	Vocational Technical Education Framework Business Technology	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>Economics</p> <p>11. Explain how financial markets, such as the stock market, channel funds from savers to investors.</p>	<p>2.E.02.03 Describe and explain the function of the stock market.</p> <p>2.E.02.04 Distinguish between the various methods of investment tracking.</p> <p>2.E.02.05 Explain the purpose of an initial public stock offering.</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>Economics</p> <p>11. Explain how financial markets, such as the stock market, channel funds from savers to investors.</p>	<p>2.E.02.03 Describe and explain the function of the stock market.</p> <p>2.E.02.04 Distinguish between the various methods of investment tracking.</p> <p>2.E.02.05 Explain the purpose of an initial public stock offering.</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>2.E.02.03 Describe and explain the function of the stock market.</p> <p>2.E.02.04 Distinguish between the various methods of investment tracking.</p> <p>2.E.02.05 Explain the purpose of an initial public stock offering.</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 Science Standards	Vocational Technical Education Framework Business Technology	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>Economics</p> <p>7. Identify factors that cause changes in market supply and demand.</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>Economics</p> <p>11. Explain how financial markets, such as the stock market, channel funds from savers to investors.</p>	<p>2.E.02.03 Describe and explain the function of the stock market.</p> <p>2.E.02.04 Distinguish between the various methods of investment tracking.</p> <p>2.E.02.05 Explain the purpose of an initial public stock offering.</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>2.E.02.04 Distinguish between the various methods of investment tracking.</p> <p>2.E.02.05 Explain the purpose of an initial public stock offering.</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>

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<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>PFL. 8. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</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>
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JA Take Stock in Your Future

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	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. 	<p>PFL. 9. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</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>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>PFL. 8. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</p> <p>PFL. 9. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</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>Economics</p> <p>6. Research and monitor financial investments such as stocks, bonds, and mutual funds.</p>		<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>11. Explain how financial markets, such as the stock market, channel funds from savers to investors.</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>

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Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	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>Economics</p> <p>3. Explain the role of banks and other financial institutions in the economy of the United States.</p>		<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>PFL. 8. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</p> <p>PFL. 9. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</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>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>PFL. 9. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</p>		<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>Economics</p> <p>6. Research and monitor financial investments such as stocks, bonds, and mutual funds.</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 Science Standards	Vocational Technical Education Framework Business Technology	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>PFL. 8. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</p> <p>PFL. 9. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</p>	<p>2.E.02.03 Describe and explain the function of the stock market.</p> <p>2.E.02.04 Distinguish between the various methods of investment tracking.</p> <p>2.E.02.05 Explain the purpose of an initial public stock offering.</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>PFL. 9. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</p>	<p>2.E.02.04 Distinguish between the various methods of investment tracking.</p> <p>2.E.02.05 Explain the purpose of an initial public stock offering.</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>PFL. 9. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</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. 		<p>2.D.02.04 Distinguish between the various types of tax liabilities.</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>

JA Take Stock in Your Future

<p>The Animals of the Stock Market</p> <p>Students learn terms and jargon commonly used by investors when talking about investing and the stock market.</p> <p>Students will:</p> <ul style="list-style-type: none"> Express terms that describe people, events, and situations linked to investing 	<p>PFL. 8. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</p> <p>PFL. 9. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</p>	<p>2.E.02.03 Describe and explain the function of the stock market.</p> <p>2.E.02.04 Distinguish between the various methods of investment tracking.</p> <p>2.E.02.05 Explain the purpose of an initial public stock offering.</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>
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JA Titan

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	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>Objectives:</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>Economics</p> <p>12. Describe how prices send signals to buyers and sellers.</p> <p>13. Recognize that consumers ultimately determine what is produced in a market economy.</p> <p>15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p> <p>17. Identify factors that cause changes in market supply and demand.</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>	NA
<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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make informed business price and production decisions 	<p>Economics</p> <p>9. Use a [production possibilities curve] to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.</p> <p>17. Identify factors that cause changes in market supply and demand.</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.11-12.2,4 SL.11-12.1,2,3,4,6 L.11-12.1,2,6 L.11-12.6</p>	<p>Statistics and Probability CC.2.4. HS.B. CC.2.4. HS.B.3 CC.2.4. HS.B.5</p>
<p>Session Three: Cutting Edge</p> <p>Students design a marketing plan.</p> <p>Objectives:</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>Economics</p> <p>17. Identify factors that cause changes in market supply and demand.</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>	NA

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA	Common Core Math
<p>Session Four: Cutting Edge–The Simulation</p> <p>Students make decisions about price, production, and research and development using the <i>JA Titan</i> computer simulation.</p> <p>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make informed research and development and marketing decisions 	<p>Economics</p> <p>FL.20. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</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</p> <p>Students solicit capital investment.</p> <p>Objectives:</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>Economics</p> <p>29. Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity.</p> <p>FL 20. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</p> <p>FL 21. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</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>
<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>Objectives:</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Make business decisions by applying their knowledge to a business simulation ▪ Use what they have learned about price, production, research and development, marketing, capital investment, and charitable giving to make business decisions using the <i>JA Titan</i> computer simulation 	<p>Economics</p> <p>29. Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity.</p> <p>FL 20. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</p> <p>FL 21. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor.</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 CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5</p>

JA Titan

Session Descriptions	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA	Common Core Math
<p>Session Seven: JA Titan of Industry – The Competition</p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the <i>JA Titan</i> computer simulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate how business decisions affect business performance ▪ React appropriately to decisions made by other businesses 	<p>Economics</p> <p>12. Describe how prices send signals to buyers and sellers.</p> <p>13. Recognize that consumers ultimately determine what is produced in a market economy.</p> <p>15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p> <p>17. Identify factors that cause changes in market supply and demand.</p> <p>FL 20. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</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 CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5</p>

JA Titan Blended Model

Session Details	Social Science Standards	Vocational Technical Education Framework Business Technology	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>Economics</p> <p>12. Describe how prices send signals to buyers and sellers.</p> <p>13. Recognize that consumers ultimately determine what is produced in a market economy.</p> <p>15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p> <p>17. Identify factors that cause changes in market supply and demand.</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>Economics</p> <p>5. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p> <p>9. Use a [production possibilities curve] to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.</p> <p>17. Identify factors that cause changes in market supply and demand.</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 Science Standards	Vocational Technical Education Framework Business Technology	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>Economics</p> <p>9. Use a [production possibilities curve] to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.</p> <p>17. Identify factors that cause changes in market supply and demand.</p>	<p>5.D.01.01 Identify essential financial reports and understand their purpose (i.e., budget, balance sheet and income statement).</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>PFL. 8. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets.</p> <p>Economics</p> <ol style="list-style-type: none"> 1. Define supply and demand. 2. Describe the role of buyers and sellers in determining the equilibrium price. 3. Describe how prices send signals to buyers and sellers. 		<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 Science Standards	Vocational Technical Education Framework Business Technology	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>Economics</p> <p>6. Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.</p> <p>7. Identify factors that cause changes in market supply and demand.</p> <p>8. Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.</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>Economics</p> <p>7. Identify factors that cause changes in market supply and demand.</p> <p>8. Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.</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 Science Standards	Vocational Technical Education Framework Business Technology	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>Economics</p> <ol style="list-style-type: none"> 1. Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation. 2. Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each. 5. Explain how competition among many sellers lowers costs and prices and encourages producers to produce more. 6. Explain how firms with market power can determine price and output through marginal analysis. 7. Explain ways that firms engage in price and nonprice competition. 		<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 1-8</p>

JA Titan Blended Model

Session Details	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA	Common Core Math
<p>Deep Dive: Research & Development*</p> <p>This session provides a deeper exploration and study of R&D concepts.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Express the importance of R&D to the continued profitability of a business. ▪ Identify a new feature to be developed for a smartphone that would potentially increase profits and practice working through the product design phase. 	<p>Economics</p> <p>8. Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity.</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: Marketing*</p> <p>This session provides a deeper exploration and study of marketing concepts.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Express the importance of marketing as an investment in the continued profitability of a business. ▪ Apply the Four Ps of Marketing (product, place, price, and promotion) to a marketing plan to potentially increase a company's profits. 		<p>2.C.03 Demonstrate an understanding of marketing a business.</p> <p>2.C.03.01 Describe and demonstrate effective marketing and promotion skills.</p> <p>2.C.03.02 Explain basic marketing strategies including product, place, price and promotion.</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 Titan Blended Model

Session Details	Social Science Standards	Vocational Technical Education Framework Business Technology	Common Core ELA	Common Core Math
<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>Economics</p> <p>1. Explain how government responds to perceived social needs by providing public goods and services.</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>4.B.02.03 Show initiative in improving communication skills by asking follow-up questions of speaker in order to confirm understanding.</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 Economics

Topic Descriptions	Key Learning Objectives	Common Core English Language Arts	Social Science Standards
<p>Topic One: Introduction to Economics</p> <p>Chapters 1 and 2 introduce the basic economic problems facing all societies and focus on the structure and values underlying the U.S. economic system.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the nature of human wants and how they are satisfied ▪ Identify and define the four factors of production ▪ Define the meanings of scarcity and opportunity cost ▪ Explain the key ideas in the economic way of thinking ▪ Explain what it means to think at the margin ▪ Describe the choices businesses face and a major goal of business ▪ Identify the basic economic decisions facing all societies ▪ Describe the two branches of economics ▪ Explain why private property, specialization, voluntary exchange, the price system, market competition, and entrepreneurship are considered the pillars of free enterprise ▪ Describe the nature of command, traditional, and mixed economic systems ▪ Explain the three kinds of models economists use ▪ Describe how the circular flow of money, resources, and products explains the function of a free market economy ▪ Define money and explain its three functions ▪ Identify the goals of the U.S. economic system 	<p>Grades 9–10 RI.9-1.2,4 W.9-10.2,4,7 SL.9-10.1-6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7 SL.11-12.1-3 L.11-12.1-6</p> <p>Reading and Writing for History and Social Studies</p> <p>Grades 9–10 RH.1-5 RH.7-9</p> <p>Grades 11–12 RH.1-4 RH.7-9</p>	<p>Economics</p> <ol style="list-style-type: none"> 1. Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. 2. Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs. 3. Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment. 6. Recognize that voluntary exchange occurs when all participating parties expect to gain. 7. Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? And for whom to produce it? 8. Describe how clearly defined and enforced property rights are essential to a market economy. 47. Explain the basic functions of money (e.g., medium of exchange, store of value, unit of account).

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<p>Topic Two: Supply, Demand, Market Prices, and the Consumer</p> <p>Chapters 3 through 5 describe the price system and the operation of the laws of supply and demand in a market economy, and supply students with analytical tools they can use throughout the course. Chapter 6 focuses on the role of consumers in a market economy and various consumer issues.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the role prices play in a market economy ▪ Define demand and describe how it illustrates the price effect ▪ Explain why people buy more of something at lower prices and less at higher prices ▪ Describe the relationship between individuals’ demands and market demand ▪ Define the price elasticity of demand and explain what determines it ▪ Describe the difference between the price effect and a change in demand ▪ Describe how supply is related to opportunity cost ▪ Define supply and explain the price effect related to supply ▪ Explain why producers want to sell more of something at higher prices and less at lower prices ▪ Describe the relationship between market supply and the supplies of individual sellers ▪ Explain the price elasticity of supply and what determines it ▪ Describe the difference between the price effect and a change in supply ▪ Describe how competitive markets “clear” the amount buyers want to purchase with the amount sellers want to sell ▪ Explain the nature of shortages and surpluses and how market competition eliminates them ▪ Describe how market-clearing prices motivate people to produce goods and services ▪ Describe the kinds of changes that occur in demand and supply, and how these changes affect market- clearing prices ▪ Identify the two main sources of household income ▪ Describe the factors that influence wealth accumulation 	<p>Grades 9–10 RI.9-1.2.4 W.9-10.4 SL.9-10.1,2,4 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.5 SL.11-12.1,2,4 L.11-12.1-6</p> <p>Reading and Writing for History and Social Studies</p> <p>Grades 9–10 RH.1-5 RH.7-9</p> <p>Grades 11–12 RH.1-4 RH.7-9</p> <p>Common Core Math</p> <p>Algebraic Concepts CC.2.2.HS.D.1</p> <p>Statistics and Probability CC.2.4.HS.B.1 CC.2.4.HS.B.5</p>	<p>Economics</p> <p>4. Describe how people respond predictably to positive and negative incentives.</p> <p>5. Predict how interest rates act as an incentive for savers and borrowers.</p> <p>10. Define supply and demand.</p> <p>11. Describe the role of buyers and sellers in determining the equilibrium price.</p> <p>12. Describe how prices send signals to buyers and sellers.</p> <p>13. Recognize that consumers ultimately determine what is produced in a market economy</p> <p>16. Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.</p> <p>17. Identify factors that cause changes in market supply and demand.</p> <p>18. Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.</p> <p>20. Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.</p> <p>51. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.</p> <p>52. Research and monitor financial investments such as stocks, bonds, and mutual funds.</p> <p>PFL. 5. Give examples of ways people can pay for goods, services, or charitable donations (e.g., cash, credit or debit card, check, mobile phone payment, layaway plan, rent-to-own) and analyze the costs and benefits of each method of payment.</p> <p>PFL.6. Explain the state and federal governments’ roles in consumer protection.</p>

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	<ul style="list-style-type: none"> ▪ Explain how personal budgets help people make good choices as consumers and savers ▪ Identify options to consider when making saving and investment decisions ▪ Describe advantages and disadvantages of using credit ▪ Explain how consumer interests are protected in our economy 		<p>PFL.6 10. Research and report on government policies such as individual retirement accounts and educational savings plans, analyzing their effectiveness as incentives for saving.</p>
<p>Topic Three: Businesses and Their Resources</p> <p>Chapters 7 through 11 discuss the business and economic principles that guide decision making in business firms. The roles of profit, business organization, business finance, productivity, market structure, and other related topics are addressed.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of entrepreneurs ▪ Explain the role of small business in the U.S. economy ▪ Identify information that can be helpful in starting a small business ▪ Explain advantages and disadvantages of sole proprietorships, partnerships, and corporations and identify other types of business organizations ▪ Describe how large corporations are organized ▪ Describe how financial markets help businesses obtain capital resources ▪ Define equity and explain how it is used to finance business growth ▪ Identify the ways businesses save ▪ Define what a stock market is and describe why it is important ▪ Distinguish between a balance and an income statement ▪ Define gross domestic product (GDP) and how it is measured ▪ Explain how real GDP is calculated and how changes in real GDP affect living standards ▪ Define real per capita GDP 	<p>Grades 9–10 RI.9-10.1,2,4 W.9-10.2,4,7 SL.9-10.1-6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7 SL.11-12.1-6 L.11-12.1-6</p> <p>Reading and Writing for History and Social Studies</p> <p>Grades 9–10 RH.1-5 RH.7-9</p> <p>Grades 11–12 RH.1-4 RH.7-9</p> <p>Common Core Math</p> <p>Algebra CC.2.2.HS.D.1</p> <p>Statistics CC.2.4.HS.B.1 CC.2.4.HS.B.5</p>	<p>15. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.</p> <p>21. Explain how financial markets, such as the stock market, channel funds from savers to investors.</p> <p>22. Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.</p> <p>23. Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each.</p> <p>24. Recognize the role of economic institutions, such as labor unions and nonprofit organizations in market economies.</p> <p>25. Identify the basic characteristics of monopoly, oligopoly, and pure competition.</p> <p>26. Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.</p>

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	<ul style="list-style-type: none"> ▪ Define the meaning of productivity ▪ Identify ways in which businesses have improved productivity ▪ Explain why production costs change as output changes ▪ Define the law of diminishing marginal returns and how this law affects production costs ▪ Explain economies of scale ▪ Describe how labor productivity enables businesses and workers to earn more over time while providing better and lower-priced products ▪ Describe major changes in the U.S. labor force over the past 100 years ▪ Identify what accounts for differences in wages and salaries ▪ Identify non-market forces that affect the labor force ▪ Describe how unions arose in the U.S. and how their growth was influenced by legislation ▪ Identify aspects of current labor-management relations ▪ Explain how firms in the four types of market structure make production and pricing decisions ▪ Describe the types of business mergers ▪ Explain how marketing helps businesses compete ▪ Identify the 4 P's of marketing 		<p>29. Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity.</p> <p>30. Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.</p> <p>41. Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.</p> <p>42. Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated.</p> <p>43. Analyze the impact of events in United States history, such as wars and technological developments, on business cycles.</p>

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<p>Topic Four: Government, Banking, and Economic Stability</p> <p>In chapters 12 through 14, the focus shifts to the larger economy and the roles of government and financial institutions, as well as monetary and fiscal policies used to moderate the economy's ups and downs.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the four referee roles the federal government fulfills in the economy ▪ Explain how the federal government manages the economy ▪ Describe how the federal government spends and raises its money ▪ Identify and define the two principles of taxation ▪ Explain how proportional, progressive, and regressive taxes differ ▪ Describe the justifications for and the criticisms of federal deficits and the national debt ▪ Define money and describe its functions ▪ Describe the kind of money in use in the United States ▪ Explain the services banks and other financial institutions offer ▪ Describe how banks create money ▪ Explain what the federal reserve system is and what it does ▪ Explain why the value of money changes ▪ Identify the nature of inflation and describe how people are affected by it ▪ Identify and describe the major indicators economists use to measure the health of the economy ▪ Explain the components of the gross domestic product ▪ Define unemployment and describe the types of unemployment ▪ Explain the tools of fiscal policy ▪ Explain the tools of monetary policy ▪ Describe the advantages and disadvantages of fiscal and monetary policies 	<p>Grades 9–10 RI.9-10.1,2,4 W.9-10.2,4,7 SL.9-10.1-6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7 SL.11-12.1-6 L.11-12.1-6</p> <p>Reading and Writing for History and Social Studies</p> <p>Grades 9–10 RH.1-5 RH.7-9</p> <p>Grades 11–12 RH.1-4 RH.7-9</p>	<p>19. Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses.</p> <p>31. Explain how government responds to perceived social needs by providing public goods and services.</p> <p>32. Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets.</p> <p>35. Define progressive, proportional, and regressive taxation.</p> <p>36. Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued.</p> <p>37. Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt.</p> <p>38. Define and explain fiscal and monetary policy.</p> <p>39. Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth.</p> <p>40. Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.</p> <p>44. Identify the different causes of inflation, and explain who gains and loses because of inflation.</p> <p>47. Explain the basic functions of money (e.g., medium of exchange, store of value, unit of account).</p> <p>48. Identify the composition of the money supply of the United States.</p> <p>49. Explain the role of banks and</p>

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			<p>other financial institutions in the economy of the United States.</p> <p>50. Describe the organization and functions of the Federal Reserve System.</p>
<p>Topic Five: The Global Economy</p> <p>Chapters 15 and 16 discuss the costs and benefits of international trade, describe the structure and values of other economic systems, and address economic growth and development in industrialized and developing nations.</p>	<p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain why international trade is considered a two-way street ▪ Describe how imports and exports depend on each other ▪ Explain how absolute and comparative advantage differ ▪ Explain why productivity is important in international trade ▪ Identify the arguments for and against trade barriers ▪ Describe the purpose of international trade organizations ▪ Explain the nature of exchange rates and why they change ▪ Explain why a nation’s balance of payments always balances ▪ Define and describe globalization ▪ Identify the worldwide changes that have occurred as a result of globalization ▪ Explain the relationship between economic development and population growth ▪ Describe how China has changed its economy to achieve greater prosperity ▪ Identify the concerns about income growth in less- developed countries 	<p>Grades 9–10 RI.9-10.1,2,4 W.9-10.2,4,7 SL.9-10.1-6 L.9-10.1,2,4,6</p> <p>Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7 SL.11-12.1-6 L.11-12.1-6</p> <p>Reading and Writing for History and Social Studies</p> <p>Grades 9–10 RH.1-5 RH.7-9</p> <p>Grades 11–12 RH.1-4 RH.7-9</p>	<p>53. Explain the benefits of trade among individuals, regions, and countries.</p> <p>54. Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.</p> <p>55. Define trade barriers, such as quotas and tariffs.</p> <p>56. Explain why countries sometimes erect barriers to trade.</p> <p>57. Explain the difference between balance of trade and balance of payments.</p> <p>58. Compare and contrast labor productivity trends in the United States and other developed countries.</p> <p>59. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.</p> <p>60. Evaluate the arguments for and against free trade.</p>

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