

Junior Achievement inspires and prepares young people to succeed in a global economy.

We have models to meet you, and your students, where you are

<p>How will JA happen this year?</p>	 <p>Virtual with a remote teacher</p>	 <p>Self-guided</p>	 <p>In person face-to-face</p>
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<p>Who will lead JA this year?</p>	<p>1</p> <p>Volunteer leads.</p> <p>Volunteer is virtual, beaming in to your students</p> <p>OR</p> <p>When safe, Volunteer is face-to-face in your classroom.</p>	<p>2</p> <p>Educators, like you, lead.</p> <p>Volunteer is virtual beaming in to your students for part of the lessons.</p> <p>OR</p> <p>Volunteer records videos that you share.</p>	<p>3</p> <p>Students lead.</p> <p>With self-guided activities, recorded volunteers, and online lessons</p> <p>You check in on their progress.</p>
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What does that look like?



Virtual Recorded JA Volunteer

Career Speaker Example



Virtual Remote Live JA Volunteer

Kindergarten Example

Through JA's Digital Platform





Self Guided Activities Recorded JA Volunteer Online Lessons

JA Economics mini site Example

Junior Achievement (JA) is the nation's largest organization dedicated to educating students about workforce readiness, entrepreneurship, and financial literacy through experiential, hands-on programs. With the help of volunteers from the community, students are inspired to dream big and reach their potential, they develop the skills they need to experience the realities and opportunities of work and entrepreneurship in the 21st century global marketplace.

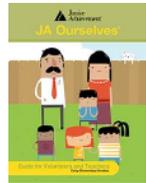
Programs

Through a series of educational sessions, JA programs help prepare young people for the real world by showing them how to generate income and effectively manage it, how to create jobs that make their communities more robust, and how to apply entrepreneurial thinking to the workplace. JA programs support national and state standards through curriculum designed to help prepare students for their roles as individuals, workers, and consumers.

ELEMENTARY PROGRAMS

JA's elementary programs help students learn the basic concepts of business and economics, introducing the world of work, commerce, jobs and becoming a consumer, teaching children how they can impact the world around them as individuals, workers, and consumers. As they progress to upper elementary grades, activities around the inner workings of their community, regions, and the nation expand their view of the world.

Each program contains five program sessions, each with a reinforcing activity that can be done from home or in the classroom.



JA Our Selves for Kindergarten

Introduces financial literacy and personal economics, the difference between needs and wants, the concept of money, particularly earning and saving, and the importance of giving to a worthy cause.



JA Our Families for 1st grade

Introduces students to entrepreneurship and family systems and jobs and businesses within neighborhoods. Extends learning on needs and wants and investigates the ways families spend money to acquire goods and services.



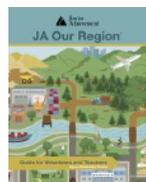
JA Our Community for 2nd grade

Introduces work readiness and the characteristics of a community and how citizens work a variety of jobs to earn income. Students pay taxes on their earnings and vote, an example of how responsible citizens act within a community.



JA Our City for 3rd grade

Introduces students to financial literacy and how people and businesses earn, save, spend, and donate money and the importance of economic exchange within a city.



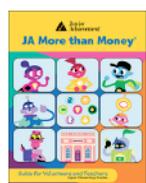
JA Our Region for 4th grade

Introduces students to entrepreneurship and regions, resources, and supply chains. Provides a practical approach to starting a business while introducing trade, which leads to increased economic interdependence among global communities.



JA Our Nation for 5th grade

Introduces students to the world of work and helps them prepare for the challenge of finding careers. Teaches critical thinking, problem-solving, innovation, and collaboration skills to meet the requirements of high-growth, high-demand STEM jobs.



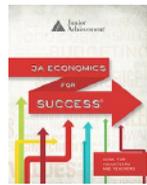
JA More Than Money for 3rd-5th grade

Introduces students to financial literacy, entrepreneurship, and the role of money in everyday life, goods and services, and the economic activity found in local and global communities.

DELIVERY OPTION		VOLUNTEER DELIVERY	
REMOTE	SELF-GUIDED	RECORDED VIDEO	VIRTUAL LIVE
✓		coming soon	✓
✓		coming soon	✓
✓		coming soon	✓
✓		coming soon	✓
✓	✓	coming soon	✓
✓	✓	coming soon	✓
✓		coming soon	✓

MIDDLE SCHOOL PROGRAMS

At the middle grades, JA encourages students to picture themselves in different careers and includes activities so students learn what kind of education is required to achieve them. At the high school level, when many students will take on their first job, students can learn about career preparation, resumes, interviewing skills, personal finance skills, and creating and managing a business.



JA Economics for Success

Gives students the information needed to build strong personal finances, a cornerstone to a happy, secure life. Teaches the importance of exploring career options based on their skills, interests, and values and about spending money within a budget; saving and investing wisely; and using credit cautiously.

6 required, 45 minute sessions | 1 additional optional teacher or volunteer-led session



JA Excellence Through Ethics

Students will learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community.

1 required, 60-90 minute session | 2 additional optional teacher or volunteer-led sessions



JA Finance Park Virtual

Helps students build a foundation upon which they can make intelligent financial decisions that last a lifetime, including decisions related to income, expenses, savings, and credit. The program culminates in a hands-on, online budgeting simulation.

Several teacher-led, in-class sessions and a variety of optional, extension activities.



JA Global Marketplace

Introduces students to the global marketplace and the ways in which countries buy and sell from each other. Students will gain an understanding of producers and consumers in the interconnected global market.

6 required, 45 minute sessions | 1 additional optional teacher or volunteer-led session



JA It's My Business

Provides middle school students an opportunity to experience the initial steps necessary to start a business. New program content provides an authentic entrepreneurial experience for students, with each session building up to a product-pitch competition.

**6 required, 45 minute sessions
Additional opportunities & 15-minute extension activities offered throughout**



JA It's My Future

Offers middle school students practical information to help prepare them for the working world. Students will develop the personal-branding and job-hunting skills needed to earn a job.

6 required, 45 minute sessions | Additional opportunities offered throughout

DELIVERY OPTION		VOLUNTEER DELIVERY	
REMOTE	SELF-GUIDED	RECORDED VIDEO	VIRTUAL LIVE
✓		coming soon	✓
✓		coming soon	✓
✓	✓	✓	✓
✓		coming soon	✓
✓		coming soon	✓

HIGH SCHOOL PROGRAMS

As high school students begin to position themselves for their future, there are many unanswered questions about what lies ahead. Junior Achievement's high school programs help students make informed, intelligent decisions about their future, and foster skills that will be highly useful in the business world.

	DELIVERY OPTION		VOLUNTEER DELIVERY	
	REMOTE	SELF-GUIDED	RECORDED VIDEO	VIRTUAL LIVE
 <p>JA All About Cars Buying your first car is both exciting and daunting. 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. 1 required 45 minute session</p>	✓		coming soon	✓
 <p>JA Be Entrepreneurial A modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators who add value to any organization. Comprised of a series of three core modules, with each module comprising multiple 45-minute sessions.</p>	✓			✓
 <p>JA Career Speaker Series In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. 3 required, 45 minute sessions 1 optional additional teacher-led sessions</p>	✓		✓	✓
 <p>JA Career Success Equips students with the knowledge required to get and keep a job in high-growth industries. Students explore the crucial workplace skills employers seek but often find lacking in young employee and learn about valuable tools to find that perfect job, including resumes, cover letters, and interviewing techniques. 7 required, 45 minute sessions</p>	✓		coming soon	✓
 <p>JA Excellence Through Ethics Students will learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community. 1 required, 60-90 minute session 2 additional optional teacher or volunteer-led sessions</p>	✓		coming soon	✓
 <p>JA Finance Park Virtual Helps students build a foundation upon which they can make intelligent financial decisions that last a lifetime, including decisions related to income, expenses, savings, and credit. The program culminates in a hands-on, online budgeting simulation. Several teacher-led, in-class sessions and a variety of optional, extension activities.</p>	✓	✓	✓	✓
 <p>JA It's My Job (Soft Skills) Helps students understand the value of professional communication and soft skills, making them more employable to future employers across multiple career clusters. 3 required 45 minute sessions 3 additional optional sessions</p>	✓		coming soon	✓
 <p>JA Job Shadow A comprehensive experience that helps students design an individualized career path. They interact with professionals in a workplace site visit and during a multihour job shadow experience in a career area of interest. Can be completed in 2 parts, each with 6 or more hours based on delivery of the optional content.</p>	✓			✓
 <p>JA Personal Finance Allows students to experience the interrelationship between today's financial decisions and future financial freedom. To achieve financial health and wellness, they learn about important money-management strategies. 5 required, 45 minute sessions 2 additional optional teacher-led sessions</p>	✓		coming soon	✓
 <p>JA Titan Students compete as business CEOs in the phone industry, experiencing firsthand how an organization evaluates alternatives, makes decisions, analyzes the outcomes of those decisions, and then strategizes what to do next. 5 required, 45 minute sessions 6 additional optional sessions</p>	✓	✓	✓	✓

9-12 HIGH SCHOOL PROGRAMS

semester long courses

		DELIVERY OPTION		VOLUNTEER DELIVERY	
		REMOTE	SELF-GUIDED	RECORDED VIDEO	VIRTUAL LIVE
	<p>JA Business Communications</p> <p>A one-semester teacher-led course that equips high school students to focus on communication skills necessary to succeed in business.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	coming soon	<input checked="" type="checkbox"/>
	<p>JA Financial Capability 1</p> <p>A one-semester teacher-led course in which high school students examine financial capabilities from a business perspective, focusing on banking, economics, business planning, and risk management.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	coming soon	<input checked="" type="checkbox"/>
	<p>JA Financial Literacy</p> <p>A one-semester teacher-led course that equips high school students with foundational personal finance skills.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	coming soon	<input checked="" type="checkbox"/>
	<p>JA Introduction to Business & Technology 1</p> <p>A one-semester teacher-led course that introduces high school students to the basic skills necessary to succeed in business. Themes include teamwork, innovation, decision making, and ethics.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	coming soon	<input checked="" type="checkbox"/>



**A Correlation between
Common Core State Standards,
California Content Standards and Grade Level
Expectations and
Junior Achievement Programs**

Updated February 2018
California Revised Social Studies Framework
Common Core State Standards Included

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Overview

In this document, Junior Achievement programs are correlated to the California Content Standards and Grade Level Expectations for social studies and the newly drafted Social Studies Framework for grades K-5 as well as the Common Core State Standards in English/ Language Arts and Mathematics.

Junior Achievement programs offer a multidisciplinary approach – connecting information across social studies disciplines such as economics, geography, history, government, and civics while incorporating mathematical concepts and reasoning and language arts 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.

JA Elementary School Programs

[*JA Ourselves*](#)[®] uses storybook characters in read-aloud and hands-on activities to introduce the role people play in an economy. Through engaging, volunteer-led activities, young students learn about individual choices, money, the importance of saving and giving, and the value of work.

[*JA Our Families*](#)[®] introduces students to the intersection of entrepreneurship and first-grade social studies learning objectives, including how family members' jobs and businesses contribute to the well-being of the family.

[*JA Our Community*](#)[®] uses posters and games to offer practical information about businesses and the many jobs those businesses offer in a community. Students explore production methods through a simulation game, and they learn about taxes, decision making, and how money flows in an economy.

[*JA Our City*](#)[®] introduces students to the intersection of financial literacy and third-grade social studies learning objectives, including the characteristics of cities and how people and businesses in cities manage their money.

[*JA Our Region*](#)[®] introduces students to entrepreneurship and how entrepreneurs use resources to produce goods and services in a community. Students solve problems by weighing risks and rewards.

[*JA Our Nation*](#)[®] provides practical information about the need for employees who can meet the demands of the 21st century job market, particularly high-growth, high-demand jobs. By program's end, students will understand the skills, especially in science, technology, engineering, and math that will make their futures brighter.

[*JA More than Money*](#)[®] teaches students about earning, spending, sharing, and saving money, and businesses they can start or jobs they can perform to earn money.

JA Ourselves

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Identify personal interests. Consider the factors that determine their choices. Define money. 	<p>K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p>	<p>Reading Foundational Skills RF.K.1-3</p> <p>Writing W.K.1-2 W.K.8</p> <p>Literature RL.K.7</p> <p>Speaking and Listening Sl.K.1-3 Sl.K.5-6</p> <p>Language L.K.4 L.K.6</p>	<p>Counting and Cardinality CC.K.4</p>
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Explain the difference between needs and wants. Create a simple chart. 	<p>Economic Literacy Understand the basic economic problems confronting all societies.</p> <p><i>Social Science Framework</i> <i>Economics</i> Students begin to understand how people make economic choices based both on incentives and resource scarcity.</p>	<p>Reading Foundational Skills RF.K.1-3</p> <p>Literature RL.K.1 RL.K.4,7</p> <p>Speaking and Listening Sl.K.1-3 Sl.K.6</p> <p>Language L.K.4-6</p>	<p>Counting and Cardinality CC.K.4-6</p> <p>Measurement and Data MD.K.1,3</p>
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Describe the role of money in society. Identify jobs they can do to earn money. 	<p>K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p> <p>K.4.1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading Foundational Skills RF.K.1-4</p> <p>Writing W.K.2 W.K.8</p> <p>Literature RL.K.1-4 RL.K.7,9,10</p> <p>Speaking and Listening Sl.K.1-6</p> <p>Language L.K.4 L.K.-6</p>	<p>Counting and Cardinality CC.K.1 CC.K.3-5</p>

JA Ourselves

Session Details	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money. ▪ Identify a savings goal. ▪ Identify a place where people save money. 	<p>Economic Literacy Understand the basic economic goals, performance, and problems of our society.</p> <p><i>Social Science Framework</i> <i>Economics</i></p> <p>Explain why people save and invest.</p> <p>Explain the role of banks and other financial institutions in the economy.</p>	<p>Reading Foundational Skills RF.K.1-4</p> <p>Literature RL.K.1-4 RL.K.4,7</p> <p>Speaking and Listening SL.K.1-6 SL.K.6</p>	<p>Counting and Cardinality CC.K.4-6</p> <p>Measurement and Data MD.K.1-,3</p> <p>Operations and Algebraic Thinking OA.K.1</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving. ▪ Organize a chronological sequence of events. 	<p>K.1.2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p> <p>K.5 Students put events in temporal order.</p>	<p>Reading Foundational Skills RF.K.1-4</p> <p>Writing W.K.1,8</p> <p>Literature RL.K.1-4 RI.K.7,9,10</p> <p>Speaking and Listening SL.K.1-6</p> <p>Language L.K.4-5a L.K.6</p>	<p>Counting and Cardinality CC.K.4-6</p>

JA Our Families

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: All Kinds of Families</p> <p>The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Begin to understand the similarities and differences between families ▪ Recognize the importance of businesses in neighborhoods 	<p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p> <p>1.5.1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population</p>	<p>Reading Literature RI.1.1 RI.1.3-4 RI.1.7,9,10</p> <p>Reading Foundations RF.1.1-4</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1-2 SL.1.4-5</p> <p>Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 8</p>
<p>Session Two: Money for Needs and Wants</p> <p>Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the difference between needs and wants ▪ Explain that families must earn money for the things they need and want 	<p>1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p>1.6. 1.Understand the concept of exchange and the use of money to purchase goods and services.</p> <p><i>Social Science Framework Economics</i> Students begin to understand how people make economic choices based both on incentives and resource scarcity</p>	<p>Reading for Information RI.1.1 RI.1.3-4 RI.1.6-7 RI.1.10</p> <p>Reading Foundations RF.1.1-4</p> <p>Speaking & Listening SL.1.1-2 SL.1.4</p> <p>Language L.1.1 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 4-5 7-8</p>
<p>Session Three: Businesses All Around the Neighborhood</p> <p>Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur, goods, and services ▪ Interpret map symbols ▪ Identify the goods or services businesses provide 	<p>1.6.2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p> <p><i>Social Science Framework Economics</i> Students learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading Foundations RF.1.1-4</p> <p>Reading for Information RI.1.1,3,4 RI.1.6-7 RI.1.10</p> <p>Writing W.1.2,5,8</p> <p>Speaking & Listening SL.1.1,2,4</p> <p>Language L.1.1-2 L.1.4</p>	<p>Measurement and Data 1.MD.C.4</p> <p>Mathematical Practices 1-2 5-8</p>

JA Our Families

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: Jobs All Around the Neighborhood</p> <p>Students learn that entrepreneurs create businesses, which provide jobs for families.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the jobs people do ▪ Analyze their own skills to determine ways they can support family members 	<p>1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.</p> <p><i>Social Science Framework</i> <i>Economics</i></p> <p>Students learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading Foundations RF.1.1-4 Reading for Information RI.1.6-7 Writing W.1.5 Speaking & Listening SL.1.1-2 SL.1.4-5 Language L.1.1-2 L.1.4</p>	<p>Mathematical Practices 1-2 4-5 7-8</p>
<p>Session Five: A New Business</p> <p>Students think like entrepreneurs and help advertise a new business needed in the neighborhood.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe one of the entrepreneurial characteristics— Satisfy a Need or Want 	<p>1.6. 1.Understand the concept of exchange and the use of money to purchase goods and services.</p> <p><i>Social Science Framework</i> <i>Economics</i></p> <p>[Students] learn about different resources needed to produce goods and services.</p>	<p>Reading Foundations RF.1.1-4 Reading for Information RI.1.1,3,4 RI.1.6-7 RI.1.10 Writing W.1.2,5,8 Speaking & Listening SL.1.1-2 SL.1.4 Language L.1.1,2,4</p>	<p>Operations in Algebra OA. 1 ELO OA. . 6-7 Measurement and Data 1.MD.C.4 Mathematical Practices 2 4 7 8</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Describe a community. ▪ State how people contribute to and benefit from a community. ▪ Identify the variety of jobs in a community and how each requires specific skills. 	<p>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>RI.2.1 RI.2.4 -5 RF.2.3-4 SL.2.1-4 L.2.1-6</p>	
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define the terms produce, product, production, goods, and services. ▪ Apply innovation to the production process. ▪ Explain that people in a community earn money by performing work. 	<p>2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</p> <p>2.4.1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</p> <p>2.4.3. Understand how limits on resources affect production and consumption (what to produce and what to consume).</p> <p><i>Social Science Framework</i> <i>Economics</i> Learn about different resources needed to produce goods and services.</p>	<p>RI.2.3-4 RI.2.7 RF.2.3-4 W.2.2 SL.2.1-6 L.2.1-6</p>	<p>OA.2.1 NBT.2.1-2.2 MD.2.7</p>
<p>Session Three: Business and Government Jobs</p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Locate businesses and identify government careers. ▪ Explain how taxation supports government services. 	<p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>RI.2.1 RI.2.4-5 RF.2.3-4 SL.2.1-4 L.2.1-6</p>	<p>OA.2.1 MD.2.7</p>

JA Our Community

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>The Session Four: Let's Vote!</p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Apply a decision-making process. ▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs. 	<p>2.3 Students explain governmental institutions and practices in the United States and other countries.</p> <p><i>Social Science Framework</i> <i>Civics and Government</i> Examine the roles and responsibilities of people in their immediate community and grow to understand the roles and responsibilities of government at different levels.</p> <p>Understand how all people in a community or society participate in a democracy and interact with each other responsibly.</p> <p>Use deliberative processes when making decisions as a group.</p>	<p>RF.2.3 W.2.7-8 SL.2.1-4 SL.2.6 L.2.1</p>	
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community's economy. 	<p>2.4. 2.Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p> <p><i>Social Science Framework</i> <i>Economics</i> Students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>RL.2.4 RF.2.3 SL.2.1-4 L.2.1-6</p>	<p>OA.2.1 NBT.2.1-2.2 MD.2.7</p>

JA Our City

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: The Business Zone</p> <p>Students demonstrate an understanding of the different zones used in city planning and use the information to organize various businesses and industries within a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize and name two city zones. ▪ Describe the goods or services provided by businesses in a city. 	<p>3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.</p>	<p>Reading for Information RI.3.4-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2^{ELO} W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1,3,6</p> <p>Language L.3.1,3,4</p>	<p>Measurement and Data MD.3.4 MD.3.5 MD.3.6</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Money Matters in a City</p> <p>Students examine the importance of money to a city</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Give an example of how taxes help a city. ▪ Practice counting money and solving word problems. 	<p>3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.7 -8^{ELO}</p> <p>Speaking and Listening SL.3.1-4 SL.3.6</p> <p>Language L.3.1 L.3.3-4</p>	<p>Operations and Algebraic Thinking OA.3.8 OA.3.9</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: Money on the Move</p> <p>Students learn how people earn income to pay for the goods and services sold in a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define income and jobs. ▪ Name two ways people pay for goods and services. 	<p>3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <p><i>Social Science Framework Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading for Information RI.3.1-5</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1,3,4</p>	<p>Operations and Algebraic Thinking OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-2 4-8</p>

JA Our City

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: My Bank Account</p> <p>Students manage a personal bank account as if employed by and living in a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Pick from a list a reason for using a money ledger. ▪ Explain how banks and credit unions help cities. 	<p>3.5 1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p><i>Social Science Framework</i> <i>Economics</i> Explain why people save and invest. Explain the role of banks and other financial institutions in the economy.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Speaking and Listening SL.3.1-3 SL.3.6</p> <p>Language L.3.1 L.3.3 L.3.4</p>	<p>Operations in Algebra OA.3.8 OA.3.9</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Open for Business</p> <p>The students develop an understanding of how entrepreneurs provide a healthy economy within a city.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define consumer, producer, and entrepreneur. ▪ Explain what a business plan is used for 	<p>3.4. 2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading for Information RI.3.1 RI.3.3-6</p> <p>Reading Foundations RF.3.3-4</p> <p>Writing W.3.2</p> <p>Speaking and Listening SL.3.1-3</p>	<p>Operations in Algebra OA.3.8</p> <p>Numbers Base Ten NBT.3.2</p> <p>Mathematical Practices 1-7</p>

JA Our Region

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: Be an Entrepreneur?</p> <p>Students explore well-known businesses, their origins, and the traits common to the entrepreneurs who started them.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the impact entrepreneurs have on a community or a region. ▪ Apply traits common to successful entrepreneurs to their own skills and abilities. 	<p><i>Social Science Framework</i> <i>Economics</i> Learn about different resources needed to produce goods and services.</p>	<p>W.4.2 W.4.8 SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>NA</p>
<p>Session Two: Resources: Tools for Entrepreneurs</p> <p>Students are introduced to resources and how entrepreneurs use resources to offer products and services in a region.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define natural, human, and capital resources. ▪ Describe how products and services use resources. ▪ Analyze products and services that can be offered by using resources. 	<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions (in California).</p> <p>4.1.5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>Chronological and Spatial Thinking 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map’s or globe’s legend, scale, and symbolic representations.</p>	<p>W.4.8 SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>NA</p>
<p>Session Three: Hot Dog Stand Game</p> <p>Students learn the fundamental tasks performed by a business owner by playing the Hot Dog Stand game and tracking their revenue and expenses</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Track the revenue and expenses of a business. ▪ Identify the fundamental tasks required to run a business. ▪ Explain the importance of keeping an accurate account of a business’s financial information. 	<p><i>Social Science Framework</i> <i>Economics</i> Learn about different resources needed to produce goods and services. Understand how individuals, businesses, governments, and societies use human, physical, and natural resources. Explain how people earn incomes.</p>	<p>RI.4.1 RF.4.4 SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>4.NBT.4 4.NBT.5</p>

JA Our Region

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Four: Entrepreneurs are Problem Solvers!</p> <p>Students journey through the complex world of business problem solving by weighing potential risks and rewards and tracking the outcome of their choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Apply the business problem-solving process. ▪ Recognize that there are potential risks and rewards to business decisions. 	<p>Historical Interpretation 4. Students conduct cost-benefit analyses of historical and current events.</p> <p><i>Social Science Framework</i> <i>Civics and Government</i> Understand how all people in a community or society participate in a democracy and interact with each other responsibly. Use deliberative processes when making decisions as a group.</p>	<p>RF.4.4 W.4.8 SL.4.1 SL.4.4 L.4.1 L.4.3 L.4.4</p>	<p>NA</p>
<p>Session Five: Entrepreneurs Go Global</p> <p>Students demonstrate the supply chain through a hands-on manufacturing and trade experience.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the interdependence of resource providers, businesses, and consumers. ▪ Apply the supply chain to a manufacturing example. 	<p>Chronological and Spatial Thinking 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.</p> <p>Economic Literacy Understand the international economic system.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about capitalism and begin to learn about their place in the economy.</p>	<p>SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>NA</p>

JA Our Nation

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of a free market economy. ▪ Explain how pricing guides economic decisions. 	<p>Economic Literacy Understand comparative economic systems.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about capitalism and begin to learn about their place in the economy.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 S.5.6</p> <p>Language L.5.1 L.5.3-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneur and entrepreneurship. ▪ Describe resources and how entrepreneurs use them. ▪ Explore STEM skills and the process of innovation. 	<p>Chronological and Spatial Thinking 3.Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.</p> <p>Historical Interpretation 3. Students identify and interpret the multiple causes and effects of historical events.</p> <p><i>Social Science Framework</i> <i>Economics</i> Students understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills RF.5.3-4</p> <p>Writing WS.5.2,4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1 L.5.3-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.7</p>

JA Our Nation

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Examine career groupings and the skills necessary for a variety of careers. 	<p>Historical Interpretation</p> <p>2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p> <p><i>Social Science Framework Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today's employers. 	<p>Historical Interpretation</p> <p>4. Students conduct cost-benefit analyses of historical and current events.</p> <p><i>Social Science Framework Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills RF.5.3-4</p> <p>Writing WS.5.2,4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6 L.5.1 L.5.3-5</p>	<p>Operations and Algebraic Thinking OA.5.2</p> <p>Numbers Base Ten NBT.5.6-7</p>
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Discuss why businesses specialize and trade. Define opportunity cost. 	<p>Chronological and Spatial Thinking</p> <p>4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.</p> <p>5. Students judge the significance of the relative location of a place and analyze how relative advantages or disadvantages can change over time.</p> <p>Economic Literacy Understand the international economic system.</p>	<p>Reading for Informational Text RI.5.1-2 RI.5.4,7</p> <p>Reading: Foundational Skills RF.5.3-4</p> <p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1-5</p>	<p>NA</p>

JA Our Nation

Session Descriptions	Social Studies Standards	Common Core ELA	Common Core Math
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify three basic ways businesses are organized. 	<p>Historical Interpretation</p> <p>4. Students conduct cost-benefit analyses of historical and current events.</p>	<p>Speaking and Listening SL.5.1-4 SL.5.6</p> <p>Language L.5.1,5</p>	<p>NA</p>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session One: The Money Garden</p> <p>Students Explore money-management skills and become familiar with the key differences between earning, saving, and spending. They learn that money can be saved in a financial institution, such as a bank or a credit union, and how that money can earn interest.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> • Identify the role of money in everyday life. • Explain the benefits of using a savings account. 	<p>Grade 3 3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p> <p><i>Social Science Framework</i> <i>Economics</i> They learn about capitalism and begin to learn about their place in the economy.</p>	<p>Grade 3 RI.3.1,3,4,6 RF.3.3-4 SL.3.1,6 L.3.1,4,6</p> <p>Grade 4 RI.4.3,4,6 RF.4.3-4 SL.4.1,2 L.4.1,4,6</p> <p>Grade 5 RI.5.3,5 RF.5.3-4 SL.5.1 L.5.14,6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Two: Create a Business</p> <p>Students learn about the ways in which people’s interests and skills can help them identify small businesses they can start.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define business, goods, and services ▪ Identify businesses they would like to start that align with their personal interests and skills ▪ Appreciate their own roles as entrepreneurs in affecting their community and their world 	<p>Grade 3 3.5.1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p>3.5.4. Discuss the relationship of students' "work" in school and their personal human capital.</p> <p><i>Social Science Framework</i> <i>Economics</i> [Students] learn about their place in the economy. Explain how people earn incomes.</p>	<p>Grade 3 RI.3.2,3,4 RF.3.3-4 SL.3.1-3,6 L.3.1-6</p> <p>Grade 4 RI.4.1-8 RF.4.3-4 SL.4.1,2,5 L.4.1-6</p> <p>Grade 5 RI.5.2,4,7 RF.5.3-4 SL.5.1-2 L.5.1-5,6</p>	<p>Numbers Base Ten 3.NBT.3.3</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Three: Build a Business</p> <p>Students identify the fundamental steps for starting a small business and develop a basic business plan.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the basic steps for building a small business ▪ Develop a basic business plan 	<p>Grade 3 3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p> <p><i>Social Science Framework</i> <i>Economics</i> Students understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>Grade 3 RI.3.2-6 RF.3.3-4 W.3.2,-4 SL.3.1,5,6 L.3.1-5,6</p> <p>Grade 4 RI.4.2-5,7 RF.4.3-4 W.4.2,4,8 SL.4.1 L.4.1-4,6</p> <p>Grade 5 RI.5.3,4,7 RF.5.3-4 W.5.2,4 SL.5.1 L.5.1-5,6</p>	<p>Numbers Base Ten 3.NBT.2.2 3.NBT.3.3</p> <p>4.NBT.4</p> <p>5.NBT.5</p> <p>Mathematical Practices 1-2 4-8</p>

JA More than Money

Session Descriptions	Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Run a Business</p> <p>Students explain why financial institutions lend money and why people borrow money for their businesses. They learn about advantages and disadvantages of borrowing money, including the need to make interest payments. They record and track financial gains and losses in a simulated activity.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain why financial institutions lend money ▪ Explain decision making and the traits of trustworthy borrowers ▪ Record and track financial gains and losses 	<p>Grade 3</p> <p>3.4.2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.</p> <p>3.5.3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p> <p><i>Social Science Framework Economics</i></p> <p>Explain why people save and invest.</p> <p>Explain the role of banks and other financial institutions in the economy.</p>	<p>Grade 3 RI.3.1,-5,7 RF.3.3-4 SL.3.1-3,6 L.3.4,6</p> <p>Grade 4 RI.4.4,5,7 RF.4.3-4 SL.4.1-3,5 L.4.3,4,6</p> <p>Grade 5 RI.5.3,4,7 RF.5.3-4 SL.5.1-3 L.5.1-4,6</p>	<p>Numbers Base Ten 3.NBT.2.2</p> <p>4.NBT.4 4.NBT.5</p> <p>5.NBT.5 5.NBT.7</p> <p>Mathematical Practices 1-8</p>
<p>Session Five: Global Success</p> <p>The students explore the opportunities and challenges of global markets.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Explore reasons why businesses import and export goods ▪ Describe the economic considerations related to selling in a global market ▪ Define opportunity cost 	<p>Grade 3</p> <p>3.5.2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.</p>	<p>Grade 3 RI.3.1,3-7 RF.3.3-4 W.3.3 SL.3.1,2,6 L.3.1-5,6</p> <p>Grade 4 RI.4.1,3,4,5,7 W.4.3,4 SL.4.1,2 L.4.1-4,6</p> <p>Grade 5 RI.5.1,3,4,7 RF.5.3-4 W.5.3,4 SL.5.1-3 L.5.1-4,6</p>	<p>NA</p>



**A Correlation between the
Common Core State Standards,
California Middle School Grade Level Content Standards
and
Expectations
and Junior Achievement Programs**

Updated February 2018
California Revised Social Studies
Framework
Common Core State Standards Included

Junior Achievement USA®
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Overview

Junior Achievement programs offer a multidisciplinary approach – connecting information across social studies disciplines such as economics, geography, history, government, and civics while incorporating mathematical concepts and reasoning and language arts skills.

In this document, Junior Achievement programs are correlated to the California Content Standards and Grade Level Expectations for social studies for grades 6-8 as well as the Common Core State Standards in English/ Language Arts and Mathematics.

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.

JA Middle Grades Programs

[JA Economics for Success](#)[®] provides practical information about personal finance and the importance of identifying education and career goals based on a student’s skills, interests, and values.....Page

[JA Global Marketplace](#)[®] - *Blended* provides practical information about the global economy and its effect on the students’ lives.....Page

[JA It’s My Business!](#)[®] - *Blended* encompasses entrepreneurship curriculum for students in grades six, seven, and eight. Students are encouraged to use critical thinking to learn entrepreneurial skills that support positive attitudes as they explore and enhance their career aspirations.....Page

[JA It’s My Future](#)[®] - *Blended* provides practical information about preparing for the working world while still in middle school.....Page

JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self- knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge. ▪ Apply their skills, interests, and values to help determine a potential career path. 	<p>Grade 6 RI.6.2 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.2 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.2 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	NA	<p>Social Science Framework <i>Civics and Govt.</i></p> <p>Explain the relevance of individual perspective, civic virtues, and democratic principles.</p>
<p>Session Two: Be a Success</p> <p>Students learn how to set goals for their financial future. They play the Be a Success Game to see the connection between personal finance, education, and careers.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal-setting, personal finance, education, and career choices. ▪ Apply decision making to education and career choices. 	<p>Grade 6 RI.6.4 SL.6.1-2 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	NA	<p>Social Science Framework <i>Economics</i></p> <p>Students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers. ▪ Define the term income and differentiate between gross and net income. ▪ Name ways to balance a budget. 	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	6.NS.B.3 6.SP.B.4 7.RP.A.3	<p>Social Science Framework <i>Economics</i></p> <p>Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify the differences between debit and credit cards. Explain the advantages and disadvantages of both cards. Recognize the importance of taking personal responsibility for financial decisions. 	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>6.NS.B.3 7.RP.A.3</p>	<p><i>Social Science Framework Economics</i></p> <p>Understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade.</p>
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Describe the favorable or unfavorable consequences of a high or low personal credit score. Explain actions that cause a credit score to go up or down. 	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4 L.6.4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p>	<p>6.NS.B.3 6.NS.C.5</p>	<p><i>Social Science Framework Economics</i></p> <p>Interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>
<p>Session Six: What's the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Explore the cost and consequence of risk. Explain how insurance provides a method to minimize financial risk. Identify the opportunity cost of having insurance. Assess how personal responsibility plays a part in minimizing risk. 	<p>Grade 6 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 SL.8.1 L.8.1 L.8.3-4</p>	<p>NA</p>	

JA Global Marketplace – Blended

Session Details	Instructional Standards	Common Core ELA	Common Core Math
<p>Session One: Business and Customer</p> <p>Students learn about the relationship between businesses, their customers, and the mutually beneficial exchange of products and services. Students connect well-known products and businesses to their country of origin as they explore the global marketplace.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify what a business gains from an exchange with a customer. ▪ Identify what a customer gains from an exchange with a business. ▪ Define ethics and ethical dilemma (Deeper Look). ▪ Identify the stakeholders of a business. Evaluate whether the actions of a business, which had positive or negative implications to stakeholders, were ethical (Deeper Look). 	<p>Historical and Social Science Analysis Skills Chronological and Spatial Thinking 1. Students explain how major events are related to one another in time.</p> <p>Standards for Career Ready Practice CTE10. Demonstrate creativity and innovation. CTE 11. Employ valid and reliable research strategies.</p>	<p>Grade 6 RI.6.1-2 RI.6.4,7 SL.6.1-2 SL.6.4 L.6.2-6</p> <p>Grade 7 RI.7.1-2 RI.7.4,8 SL.7.1-4 L.7.1 L.7.3-4 L.7.6</p> <p>Grade 8 RI.8.1-2 RI.8.4 SL.8.1-4 L.8.1 L.8.3-4</p>	<p>NA</p>
<p>Session Two: Business and Culture</p> <p>Students learn that businesses must understand cultural differences in order to meet customers’ needs and make a profit in different countries. By examining the different habits of international customers, students learn about international etiquette.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify business-related, cultural differences throughout the world. ▪ Explain the need for international businesses to take into account their customers’ cultural differences in order to provide for the customer and make a profit. ▪ Identify cultural differences throughout the world that affect social interaction and communication. 	<p>Analysis Skills; Research, Evidence, and Point of View 1. Students frame questions that can be answered by historical study and research.</p> <p>Standards for Career Ready Practice CTE 2. Communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. Interact with others, Speak clearly and with purpose</p> <p>Social Science Framework <i>Geography</i> Students explore local characteristics of places and learn about how places connect to each other. Students also explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>Grade 6 RI.6.4,7 W.6.2,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.2 W.7.6-7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 W.8.2 W.8.7,9 SL.8.1-2 SL.8.4 L.8.1-5</p>	<p>NA</p>

JA Global Marketplace – Blended

Session Details	Instructional Standards	Common Core ELA	Common Core Math
<p>Session Three: Global Trade</p> <p>Students learn that businesses trade in order to obtain products and services that customers want or need. Students will learn about imports and exports, examine the ways technology has improved international trade, and participate in a global trade game.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify reasons why countries trade. ▪ Demonstrate that countries benefit more from trade than from trying to meet all of their own needs. ▪ Apply key terms related to trade. ▪ Describe how improvements in technology can influence international trade. 	<p>Historical and Social Science Analysis Skills Chronological and Spatial Thinking</p> <p>1. Students explain how major events are related to one another in time.</p> <p>Standards for Career Ready Practice CTE10. Demonstrate creativity and innovation. CTE 11. Employ valid and reliable research strategies.</p>	<p>Grade 6 RI.6.1-2 RI.6.,7-8 W.6.1-2 SL.6.1-5 L.6.1-6</p> <p>Grade 7 RI.7.1-4 RI.7.8 W.7.1-2 W.7.6 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.1-2 SL.8.1-4 L.8.1-5</p>	<p>Grade 6 CCSS.6.NS A.3</p>
<p>Session Four: Why Countries Specialize</p> <p>Students learn that modern countries cannot provide all of the products and services that their people want and need. Therefore, businesses in different countries specialize by focusing their efforts on specific resources or producing smaller parts of a product. Students will look at examples of specialized global manufacturing, discuss how it affects trade, and consider the trade-offs of interdependence.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define specialization. ▪ Analyze examples of international trade to explain why modern countries cannot provide for all of their wants and needs. ▪ Show how events and decisions in one country have a causal relationship with, and produce an effect on, customers in another country. 	<p>Analysis Skills; Research, Evidence, and Point of View</p> <p>1. Students frame questions that can be answered by historical study and research.</p> <p>2. Students distinguish fact from opinion in historical narratives and stories.</p> <p>Standards for Career Ready Practice CTE 2. Communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. Interact with others, Speak clearly and with purpose</p> <p>Social Science Framework <i>Geography</i> Students explore local characteristics of places and learn about how places connect to each other. Students also explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>Grade 6 RI.6.1-2 RI.6.,4,7 W.6..7 SL.6.1-3 L.6.1-6</p> <p>Grade 7 RI.7.1-4 RI.7.8 W.7.6-7 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.7,9 SL.8.1-2 L.8.1-5</p>	<p>NA</p>

JA Global Marketplace – Blended

Session Details	Instructional Standards	Common Core ELA	Common Core Math
<p>Session Five: Trade Barriers</p> <p>Students explore the types of restrictions that governments place on international trade. They learn about tariffs, quotas, subsidies, and standards and how these barriers affect governments, businesses, and customers.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Identify examples of trade barriers. Analyze the consequences of trade barriers on businesses, employees, and customers. Explain why balance of trade matters to businesses, customers, and employees. 	<p>Standards for Career Ready Practice CTE 12. Understand the environmental, social, and economic impacts of decisions</p> <p><i>Social Science Framework</i> <i>Economics</i> Understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1,4-6</p> <p>Grade 7 RI.7.1-3,4 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 SL.8.1-2 SL.8.4 L.8.1,3-5</p>	<p>Grade 6 CCSS.6.NS.A.3</p>
<p>Session Six: Currency</p> <p>Students explore the concept of international currencies. They learn about variable exchange rates, currency converters, and how to compare the prices of products from around the world.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Define currency and exchange rate. Recognize that different countries have different forms of currency. Recognize that each currency has a different value, which is determined through a variable exchange rate. 	<p><i>Social Science Framework</i> <i>Economics</i> Understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade.</p>	<p>Grade 6 RI.6.4,7,8 SL.6.1-3 SL.6.4-5 L.6.1 L.6.4-5</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-3 L.8.1</p>	<p>Grade 6 CCSS.6.RP.A.1 CCSS.6.RP.A.2 CCSS.6.RP.A.3</p> <p>Grade 7 CCSS.7.RP.A.1</p>
<p>Session Seven: Global Workforce</p> <p>Students take on the role of international business owners reviewing the skills and experience of potential employees.</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Describe how businesses are able to use modern technology and communication tools to locate highly qualified employees at the most advantageous wages. Express specific steps that would need to be taken to obtain work in another country. Recognize the value of a second language for future job opportunities. 	<p>Analysis Skills; Chronological and Spatial Thinking 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>Standards for Career Ready Practice CTE 3. Develop an education and career plan aligned with personal goals. CTE 4. Apply technology to enhance productivity.</p> <p><i>Social Science Framework</i> <i>Geography</i> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions.</p>	<p>Grade 6 RI.6.1-2 RI.6.4,7,8 W.6.2 SL.6.1-4 L.6.1-6</p> <p>Grade 7 RI.7.1-4 W.7.2,6 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.2 SL.8.1-3 L.8.1-5</p>	<p>Grade 6 CCSS.6.NS.A.3</p>

JA It's My Business! – Blended

Session Details	Instructional Standards	Common Core ELA
<p>Session One: Entrepreneurs</p> <p>Students learn about the relationship between entrepreneurs, their businesses, and the products and services they offer, then take an entrepreneurial characteristics inventory to assess their own entrepreneurial skills and interests.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define entrepreneurship and social entrepreneurship. ▪ Identify entrepreneurial characteristics and recognize strengths and areas of potential growth. 	<p><i>Social Science Framework</i> <i>Economics</i></p> <p>The economic reasoning skills that middle school students need include the ability to explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>RI 6.4,7 SL. 6.1-2 SL. 6 L. 6.1-6</p> <p>RI 7.3-4 RI.7.7 SL. 7.1-2 SL. 7.4 L. 7.1-6</p> <p>RI 8.3-4 RI. 8.7 SL. 8.1-2 SL. 8.6 L. 8.1-5</p>
<p>Session Two: Market and Need</p> <p>Students are introduced to young entrepreneurs who have successfully met an identified market need, and then created a new product to meet the need. Students work in groups to brainstorm current needs within different product categories.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define market and need. ▪ Describe the importance of ▪ Identifying market and need when entrepreneurs develop new product ideas. 	<p><i>Social Science Framework</i> <i>Economics</i></p> <p>In order to make effective economic decisions, students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources.</p>	<p>RI 6.4,7 SL. 6.1-2 SL. 4 L. 6.1-6</p> <p>RI 7.3-4 RI.7.7 SL. 7.1-2 SL. 7.6 L. 7.1-6</p> <p>RI 8.3-4 RI. 8.7 SL. 8.1-2 SL. 8.4 L. 8.1-5</p>
<p>Session Three: Innovative Ideas</p> <p>Students learn about innovative idea generation, and examine cutting edge, innovative new products. Working in groups, students brainstorm their own product ideas and use graphic organizers to capture them.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Participate in creative idea generation, from brainstorming to defending and selecting an idea. ▪ Recognize creativity and innovation as necessary entrepreneurial skills for starting a business. 	<p><i>Social Science Framework</i> <i>Civics and Govt.</i></p> <p>2. Students use deliberative discussion including consideration of multiple points of view when making decisions or making judgments (about political issues or problems.)</p>	<p>RI 6.4,7 SL. 6.1-2 SL. 4 L. 6.1-6</p> <p>RI 7.3-4 SL. 7.1-2 SL. 7.64 L. 7.1-6</p> <p>RI 8.4,7 SL. 8.1-2 SL. 8.4 L. 8.1-5</p>

JA It's My Business! – Blended

Session Details	Instructional Standards	Common Core ELA
<p>Session Four: Design and Prototype</p> <p>Students learn about the product design and prototype process. Each student will create a product sketch to show the features and explain the purpose of his or her product.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Represent a product idea and its features by using rough sketches and drawings. ▪ Recognize sketches as an important first step in the prototype process. 	<p><i>Social Science Framework</i> <i>Civics and Govt.</i></p> <p>4. Students apply a range of deliberative and democratic procedures to evaluate and plan various actions to address issues and problems in school and community.</p>	<p>RI 6.1-2 RI 6.4,7 SL 6.2 SL 6.4 L. 6.1-6</p> <p>RI 7.1-2 RI.7.4,7 SL 7.2 L. 7.1-6</p> <p>RI 8.1-2 RI 8.4,7 SL 8.2 L. 8.1-5</p>
<p>Session Five: Testing the Market</p> <p>Students learn about the importance of obtaining market feedback about new product ideas. They will examine various survey question types and determine whether questions yield useful product feedback and, finally, practice developing survey questions in groups.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the importance of market research in the product development process. ▪ Describe multiple types of survey questions. 	<p><i>Social Science Framework</i> <i>Economics</i></p> <p>Students learn how to interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.</p>	<p>RI 6.4,7 SL 6.1-2 SL 6.4-7 L. 6.1-6</p> <p>RI.7.4,7 SL 7.1-2 SL 7.4-5 L. 7.1-6</p> <p>RI 8.4,7 SL 8.1-2 SL 8.4-5 L. 8.1-5</p>
<p>Session Six: Seek Funding</p> <p>Students learn how to plan and deliver a pitch presentation with the intent of attracting potential investors. In a mock competition, groups pitch their product idea to the volunteer and teacher. Guest judge(s) may be invited to award teams with faux start-up funds.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Discuss the elements that make a strong pitch presentation to potential investors. ▪ Work together to create and deliver a product pitch for potential funding. 	<p><i>Social Science Framework</i> <i>Economics</i></p> <p>[Students] should understand that people voluntarily exchange goods and services when both parties expect to gain as a result of the trade, that markets facilitate the production and exchange of goods and services, that there are benefits and costs of government policies and that those benefits and costs affect different individuals and groups differently.</p>	<p>RI 6.4,7 SL 6.1-2 SL 6.4-6 L. 6.1-4</p> <p>RI.7.4,7 W. 7.6-7 SL 7.1-2 SL 7.-6 L. 7.1-4</p> <p>RI 8.3-4 RI 8.7 W 8.7 SL 8.1-2 SL. 8.4-6</p>

JA It's My Future – Blended

Session Details	Instructional Standards	Common Core ELA
<p>Session One: My Brand</p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe the elements of a brand. ▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career. ▪ Design a logo that expresses their personal brand. 	<p>Career Ready Practice</p> <p>10. Demonstrate creativity and innovation.</p> <p><i>Social Science Framework</i> <i>Economics</i></p> <p>Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-3 SL. 6.5</p> <p>L. 7.1-6 SL. 7.1-3 SL. 7.5</p> <p>RI 8.4 L. 8.1-6 SL. 8.1-3 SL. 8.5</p>
<p>Session Two: Career Paths and Clusters</p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. Finally, they share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Define careers clusters. ▪ Identify jobs in specific career clusters to explore further. ▪ Recognize the interconnectivity and value of all types of jobs. 	<p>Career Ready Practice</p> <p>2. Communicate clearly, effectively, and with reason.</p>	<p>RI 6.7 L. 6.1-4 L.6.6 SL. 6.1-2 SL. 6.</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p>Session Three: High Growth Careers</p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth fields.</p> <p>Objectives: The students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify specific careers that are forecast to have high growth rates. ▪ Consider a variety of factors when selecting a career. 	<p>Career Ready Practice</p> <p>5. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>11. Employ valid and reliable research strategies.</p>	<p>RI 6.7 L.6.1,4,6 SL. 6.1-2</p> <p>RI 7.4 L. 7.1,4 SL. 7.1-2</p> <p>L. 8.1,3,4 SL. 8.1</p>

JA It's My Future – Blended

Session Details	Instructional Standards	Common Core ELA
<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can provide transferable skills that contribute to future job success by looking at well-known celebrities and their paths to success. They learn about career maps by examining a sample and creating their own.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify experiences and activities related to foundational skills that are transferable to a future job. ▪ Plan the significant markers needed to earn a particular job. 	<p>Career Ready Practice</p> <p>1. Apply appropriate technical skills and academic knowledge.</p> <p>3. Develop an education and career plan aligned with personal goals.</p>	<p>L. 6.1-4 L.6.6 SL. 6.1-3</p> <p>L. 7.1,3,4 SL. 7.1,2,4</p> <p>L. 8.1,3,4 SL. 8.1-2</p>
<p>Session Five: On the Hunt</p> <p>Students learn about the process of looking, applying, and interviewing for a job. They read about the process and then play a game in which they must identify two truths and a myth about each topic.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews. 	<p>Career Ready Practice</p> <p>4. Apply technology to enhance productivity.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential to keep a job. They complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they role-play situations that require having strong soft skills.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Differentiate between technical skills and soft skills. ▪ Describe specific soft skills they already possess and those on which they need to improve. 	<p>Career Ready Practice</p> <p>7. Act as a responsible citizen in the workplace and the community.</p> <p>8. Model integrity, ethical leadership, and effective management.</p> <p>9. Work productively in teams while integrating cultural and global competence.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1-2 SL.7.5-6</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.1-3</p>



**A Correlation between
Common Core State Standards,
California Content Standards and
High School Grade Level Expectations
and
Junior Achievement Programs**

Updated May 2017
California Social Studies Framework
Standards for Career Ready Practice
Common Core State Standards Included

Junior Achievement USA®
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Colorado Springs, CO 80906
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Overview

Junior Achievement programs offer a multidisciplinary approach – connecting information across social studies disciplines such as economics, geography, history, government, and civics while incorporating mathematical concepts and reasoning and language arts skills.

In this document, Junior Achievement programs are correlated to the California Content Standards and Grade Level Expectations for social studies for grades 9-12 and Common Core State Standards in English/ Language Arts (ELA) and mathematics.

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.

High School Programs

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

[JA Career Success](#)[®] equips students with the tools and skills required to earn and keep a job in high-growth career industries.....Page

[JA Company Program](#)[®] *Blended* unleashes students’ entrepreneurial spirit and allows them to fill a need or solve a problem in their community by launching a business venture. Each of the program’s 13 meetings is divided into a Company Ops and Deeper Dive activity. The Company Ops is that portion of the meeting during which students build and manage their business. During the Deeper Dive, students work individually or in groups to take a closer look at a business-related topic.....Page

[JA Economics](#)[®] examines the fundamental concepts of micro-, macro-, and international economics.....Page

[JA Exploring Economics](#)[®] fosters lifelong skills and knowledge about how an economy works, including micro-, macro-, personal, and international economics.....Page

[JA Job Shadow](#)[®] prepares students to be entrepreneurial thinkers in their approach to work. Students will acquire and apply the skills needed in demanding and ever-changing workplaces.....Page

[JA Personal Finance](#)[®] focuses on: earning money; spending money wisely through budgeting; saving and investing money; using credit cautiously; and protecting one’s personal finances.....Page

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

JA Be Entrepreneurial

Session Descriptions	Key Learning Objectives	Instructional Standards	Common Core ELA
<p>Session One: Introduction to Entrepreneurship</p> <p>Students test their knowledge about entrepreneurship, and they begin the process to select a product or service for a business venture.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the elements of a successful business start-up ▪ Evaluate myths and facts about entrepreneurship ▪ Consider product-development options <p>Concepts: entrepreneur, entrepreneurial spirit, non-profit business, product development, social entrepreneur</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, oral and written communication, presenting information, working in groups</p>	<p>Standards for Career Ready Practice</p> <ol style="list-style-type: none"> 1. Apply appropriate technical skills and academic knowledge. 2. Communicate clearly, effectively, and with reason. <p>High School Economics 12.2.8</p>	<p>Grades 9-10 RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2,4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2,4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>
<p>Session Two: What's My Business?</p> <p>Students select a product or service for a business venture.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of carefully selecting a product or service before starting a business ▪ Apply passions, talents, and skills to a market-needs assessment to determine the basis of a business plans. <p>Concepts: entrepreneur, franchise, non-profit business, product development</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, oral and written communication, presenting information, reading for understanding, working pairs</p>	<p>Standards for Career Ready Practice</p> <ol style="list-style-type: none"> 12. Understand the environmental, social, and economic impacts of decisions. <p>High School Economics 12.2.8</p>	<p>Grades 9-10 RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2,4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>

JA Be Entrepreneurial

Session Descriptions	Key Learning Objectives	Instructional Standards	Common Core ELA
<p>Session Three: Who's My Customer?</p> <p>Students analyze potential markets.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of analyzing markets ▪ Apply a needs assessment to the market available to a specific product <p>Concepts: advertisement, entrepreneur, customer, demographic, market needs, marketing</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, graphic presentation, oral and written communication, presenting information, reading for understanding, working in groups</p>	<p>Standards for Career Ready Practice</p> <p>5. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>High School Economics 12.2.3</p>	<p>Grades 9-10 RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2,4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4,6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>
<p>Session Four: What's My Advantage?</p> <p>Students determine how to set a product apart from competition.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define competitive advantages and recognize them in other businesses ▪ Express the importance of selecting competitive advantages that offer an edge over the competition for a product and market <p>Concepts: competitive advantages, customer, entrepreneur, profit, product</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, graphic presentation, oral and written communication, presenting information, reading for understanding, working in groups</p>	<p>Standards for Career Ready Practice</p> <p>9. Work productively in teams while integrating cultural and global competence.</p> <p>High School Economics 12.2.8</p>	<p>Grades 9-10 RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2,4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4,6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>

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Session Descriptions	Key Learning Objectives	Instructional Standards	Common Core ELA
<p>Session Five: Competitive Advantages</p> <p>Students decide how to set a product or service apart from the competition.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Evaluate competitive advantages ▪ Select competitive advantages that will drive a developing business venture <p>Concepts: competitive advantages, entrepreneur, profit</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, oral and written communication, reading for understanding, working in groups</p>	<p>Standards for Career Ready Practice</p> <p>2. Communicate clearly, effectively, and with reason.</p> <p>3. Develop an education and career plan aligned with personal goals.</p> <p>4. Apply technology to enhance productivity.</p> <p>9. Work productively in teams while integrating cultural and global competence.</p> <p>High School Economics 12.2.8</p>	<p>Grades 9-10 RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2,4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4,6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>
<p>Session Six: Ethics Are Good for Business</p> <p>Students consider consequences in making ethical business decisions.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Evaluate short- and long-term consequences in making ethical decisions ▪ Express that being ethical can be good for business <p>Concepts: consequences, entrepreneur, ethical dilemma, ethics, social responsibility, stakeholder</p> <p>Skills: analyzing information, categorizing data, decision-making, expressing multiple viewpoints, evaluating alternatives, oral and written communication, reading for understanding, weighing consequences, working in pairs</p>	<p>Standards for Career Ready Practice</p> <p>7. Act as a responsible citizen in the workplace and the community.</p> <p>8. Model integrity, ethical leadership, and effective management.</p>	<p>Grades 9-10 RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2,4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4,6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>

JA Be Entrepreneurial

Session Descriptions	Key Learning Objectives	Instructional Standards	Common Core ELA
<p>Session Seven: The Business Plan Students compile a sample business plan.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Compile entrepreneurial elements into a sample business plan <p>Concepts: business plan, competitive advantages, entrepreneur, ethics, financing, management, market, product development</p> <p>Skills: analyzing information, business planning, categorizing data, decision-making, evaluating alternatives, oral and written communication, reading for understanding, working in pairs</p>	<p>Standards for Career Ready Practice</p> <p>3. Develop an education and career plan aligned with personal goals.</p> <p>4. Apply technology to enhance productivity.</p> <p>5. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>High School Economics 12.2.8</p>	<p>Grades 9-10 RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2,4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4,6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-2.1-4 SL.11-2.6 L.11-12.1-4 L.11-12.6</p>

JA Career Success

Session Descriptions	Key Learning Objectives	Standards for Career Ready Practice	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 4Cs 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>The 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>5. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>10. Demonstrate creativity and innovation</p>	<p>RI.9-10.4 RI.11-12.4 SL.9-10.1 SL.11-12.1 L.9-10.1 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. Students will role-play conflicts and conflict management. They will explore behaviors that inflame conflict and behaviors that lead to a resolution.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize common responses to conflict. ▪ Apply conflict-management skills to resolve work-based issues. 	<p>1 Apply appropriate technical skills and academic knowledge.</p> <p>2. Communicate clearly, effectively, and with reason.</p>	<p>RI.9-10.4 RI.11-12.4 SL.9-10.1 SL.11-12.1 L.9-10.1 L.11-12.1</p>
<p>Session Three: Get Hired: Collaboration and Creativity</p> <p>Students practice collaboration—a 4C’s skill—by using a teambuilding model referred to as the GRPI model (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>The 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>9. Work productively in teams while integrating cultural and global competence.</p> <p>10. Demonstrate creativity and innovation</p>	<p>RI.9-10.4 RI.11-12.4 SL.9-10.1 SL.9-10.6 SL.11-12.1 L.9-10.1 L.11-12.1</p>
<p>Session Four: Get Hired: Strong Soft Skills</p> <p>Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job interview workshop to communicate these skills to a potential employer.</p>	<p>Objectives:</p> <p>The 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>7. Act as a responsible citizen in the workplace and the community.</p> <p>8. Model integrity, ethical leadership, and effective management.</p>	<p>RI.9-10.4 RI.11-12.4 W.9-10.2 SL.9-10.1 SL.11-12.1 L.9-10.1 L.11-12.1</p>

JA Career Success

Session Descriptions	Key Learning Objectives	Standards for Career Ready Practice	Common Core ELA
<p>Session Five: Know Your Work Priorities</p> <p>Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world.</p>	<p>Objectives:</p> <p>The 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 further career planning decisions. 	<p>1 Apply appropriate technical skills and academic knowledge.</p> <p>3. Develop an education and career plan aligned with personal goals.</p>	<p>RI.9-10.4 RI.11-12.4 SL.9-10.1 SL.11-12.1 L.9-10.1 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>The 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>9. Work productively in teams while integrating cultural and global competence.</p> <p>11. Employ valid and reliable research strategies.</p>	<p>W.9-10.1 L.9-10.1 L.11-12.1</p>
<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>The 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>12. Understand the environmental, social, and economic impacts of decisions.</p>	<p>RI.9-10.4 RI.9-10.5 RI.11-12.4 RI.11-12.5 W.9-10.2 W.11-12.1 W.11-12.3 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.11-12.1 SL.11-12.2 L.9-10.1 L.11-12.1</p>

JA Company Program – Blended

Session Details	Business, Finance and Marketing Standards	Common Core ELA	Common Core Math
<p>Meeting One: Start a Business</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify what they will be doing in JA Company Program. ▪ Share important information about prior knowledge, beliefs, and attitudes. ▪ Build relationships with others in their group. ▪ Determine entrepreneurial traits and choose a business team. ▪ Explore potential ways to fund their venture. 	<p>3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.</p> <p>3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.</p> <p>10.1 Interpret and explain terminology and practices specific to the Business and Finance sector.</p> <p>A1.0 Explain entrepreneurship and the fundamentals of developing a new business.</p>	<p>Grades 9-10 RI.9-10.1-2 RI.9-10.4 W.9-10.6 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.6 SL.11-12.1-2 SL.11-12.4 L.11-12.1-2 L.11-12.6</p>	NA
<p>Meeting Two: Fill a Need</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Collaborate as a group to decide on the product or service that the Company will sell. ▪ Narrow the list of potential business ideas by answering critical questions about each one. 	<p>2.3 Interpret verbal and nonverbal communications and respond appropriately</p> <p>2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>	<p>Grades 9-10 RI.9-10.1 RI.9-10.4 W.9-10.4 W.9-10.6-7 SL.9-10.1-2 SL.9-10.4-5 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.6 SL.11-12.1-2 SL.11-12.4 L.11-12.1-2 L.11-12.6</p>	NA

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Session Details	Business, Finance and Marketing Standards	Common Core ELA	Common Core Math
<p>Meeting Three: Vet the Venture</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Conduct research on top business ideas. ▪ Decide which product or service idea to move forward with. ▪ Submit the product idea for approval. 	<p>3.7 Recognize the importance and impact small businesses have on our state, nation and world economies.</p> <p>5.1 Identify and ask significant questions that clarify various points of view to solve problems.</p> <p>5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.</p> <p>A4.0 Apply economic concepts as they relate to business.</p>	<p>Grades 9-10 RI.9-10.1 W.9-10.4 W.9-10.6-7 SL.9-10.1-3 L.9-10.1-2</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.4 W.11-12.6-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>	NA
<p>Meeting Four: Create a Structure</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Form and select Business Teams. ▪ Collaborate in Business Teams to determine leadership, conduct research, and assign tasks in order to launch the business. ▪ Work individually or with other Company members to conduct research and complete tasks in order to launch the business. 	<p>5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.</p> <p>7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</p> <p>7.3 Understand the need to adapt to changing and varied roles and responsibilities.</p> <p>A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.</p>	<p>Grades 9-10 RI.9-10.1-2 W.9-10.2,4 W.9-10.6-7 SL.9-10.1-3 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.4 W.11-12.6-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>	<p>Mathematical Practices</p> <p>1-3</p>
<p>Meeting Five: Launch the Business</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Engage in business communication and implementation. ▪ Research business processes, and integrate information across all teams. ▪ Apply the concept of accountability to practices in the Company. ▪ Complete a business plan. 	<p>7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 8.1 Access, analyze, and implement quality assurance standards of practice.</p> <p>9.7 Participate in interactive teamwork to solve real Business and Finance sector issues and problems.</p> <p>11.4 Employ entrepreneurial practices and behaviors appropriate to Business and Finance sector opportunities.</p> <p>A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.</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>Mathematical Practices</p> <p>1-3</p>

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Session Details	Business, Finance and Marketing Standards	Common Core ELA	Common Core Math
<p>Meeting Six through Eleven: Run the Business</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Practice business communication and implementation. ▪ Practice task prioritization. ▪ Practice follow-through. ▪ Submit important information. ▪ Practice problem solving 	<p>2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.</p> <p>4.1 Use electronic reference materials to gather information and produce products and services.</p> <p>5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.</p> <p>7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.</p> <p>8.3 Demonstrate ethical and legal practices consistent with Business and Finance sector workplace standards.</p> <p>10.2 Comply with the rules, regulations, and expectations of all aspects of the Business and Finance sector.</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.11-12.1-2 L.11-12.6</p>	<p>Mathematical Practices</p> <p>1-8</p>
<p>Topic: Capitalization</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore sources of capital. ▪ Consider which sources of capital might be used for the Company. ▪ Learn pitch ideas for building capital or obtaining funding. ▪ Present a pitch. 	<p>10.6 Evaluate the variety, nature, and diversity of investment vehicles and the elements that contribute to financial growth and success.</p> <p>A6.0 Explain the importance of risk management and regulatory compliance in business.</p>	<p>Grades 9-10 RI.9-10.1-2 RI.9-10.4 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 W.11-12.4-7 SL.11-12.1-2 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>Mathematical Practices</p> <p>1-8 HSS-IC.B.6</p>

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Session Details	Business, Finance and Marketing Standards	Common Core ELA	Common Core Math
<p>Topic: Finance</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Examine the most important financial elements of a startup. ▪ Practicing using the Business Finance Tool. 	<p>10.5 Interpret financial data, analyze results, and make sensible business decisions to promote a financially reliable business.</p> <p>10.10 Apply the economic principles and concepts fundamental to business operations.</p> <p>10.11 Develop a system for keeping and using financial records and a personal financial plan to manage cash flow and maintain creditworthiness.</p> <p>A5.0 Analyze financial data in order to make short-term and long-term decisions.</p>	<p>Grades 9-10 RI.9-10.1-2 RI.9-10.4 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 W.11-12.4-7 SL.11-12.1-2 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>Mathematical Practices</p> <p>1-8 HSS-IC.B.6</p>
<p>Topic: Management and Leadership</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Research how leaders make decisions. ▪ Investigate how leaders influence a company, beyond giving direction. ▪ Provide evidence of a leader’s specific leadership style. ▪ Develop a TED-style talk on leadership. 	<p>9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.</p> <p>9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.</p>	<p>Grades 9-10 RI.9-10.1-2 RI.9-10.4,8 SL.9-10.1-4 L.9-10.1-2</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>	<p>Mathematical Practices</p> <p>1-8</p>
<p>Topic: Marketing</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Learn about the 4 P’s of marketing— Product, Place, Price, and Promotion—and how they are related. ▪ Explore marketing through a virtual job shadow and answer key questions that relate to the 4 P’s. 	<p>10.11 Recognize the importance of marketing in a global economy.</p> <p>A8.0 Construct a Marketing Plan.</p>	<p>Grades 9-10 RI.9-10.1,4 SL.9-10.1 L.9-10.1 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 W.11-12.6-7 SL.11-12.1-2 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>Mathematical Practices</p> <p>1-8 HSS-IC.B.6</p>

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Session Details	Business, Finance and Marketing Standards	Common Core ELA	Common Core Math
<p>Topic: Sales</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Understand tips for sales success. ▪ Create a video blog entry about a product or service to practice these tips. 	<p>10.8 Integrate the techniques and strategies used to foster positive, ongoing relationships with customers, suppliers, investors, and community.</p>	<p>Grades 9-10 RI.9-10.1 RI.9-10.4 W.9-10.4-5 SL.9-10.1 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 W.11-12.4 SL.11-12.1 L.11-12.1-2 L.11-12.6</p>	<p>Mathematical Practices</p> <p>1-8</p> <p>HSS-IC.B.6</p>
<p>Topic: Supply Chain</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore the interconnected links in a supply chain. ▪ Define standards for communicating about production. ▪ Apply the concept of quality control to practices in the Company. 	<p>10.7 Adapt the distribution concepts and processes needed to move, store, locate, and transfer ownership of goods or services.</p> <p>A9.0 Apply principles of supply chain management to a business model.</p>	<p>Grades 9-10 RI.9-10.1 RI.9-10.4 W.9-10.4-5 SL.9-10.1 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 W.11-12.4 SL.11-12.1 L.11-12.1-2 L.11-12.6</p>	<p>Mathematical Practices</p> <p>1-8</p> <p>HSS-IC.B.6</p>

JA Company Program – Blended

Session Details	Business, Finance and Marketing Standards	Common Core ELA	Common Core Math
<p>Meeting Twelve: Liquidate the Company</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain and follow the liquidation process. ▪ Complete business closing and liquidation tasks, including recordkeeping. ▪ Create an annual report. 	<p>11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Business and Finance sector program of study.</p> <p>11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.</p>	<p>Grades 9-10 RI.9-10.1 RI.9-10.4 W.9-10.2 W.9-10.4 SL.9-10.1-4 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 SL.11-12.1 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>Mathematical Practices</p> <p>1-8</p> <p>HSS-IC.B.6</p>
<p>Meeting Thirteen: Create a Personal Action Plan</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Understand the importance of networking. ▪ Complete a personal action plan. ▪ Explore potential career options. 	<p>3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.</p> <p>3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.</p> <p>3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.</p>	<p>Grades 9-10 RI.9-10.1 RI.9-10.4 W.9-10.2 W.9-10.4-7 SL.9-10.1-3 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.11-12.4-7 SL.11-12.1-2 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>NA</p>

JA Economics

Topic Descriptions	Key Learning Objectives	Social Studies Standards	Common Core ELA
<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:</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>Social Studies Economics 12.1.1-2</p> <p>Economics Framework Driving Questions</p> <ul style="list-style-type: none"> ▪ How is economics about scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets? ▪ What is capitalism? What are its benefits and problems? ▪ What does it mean to be financially literate? ▪ How do worldwide markets affect me? ▪ How are resources allocated? ▪ What is a market economy? 	<p>Grades 9-10</p> <p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12</p> <p>RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>

JA Economics

Topic Descriptions	Key Learning Objectives	Social Studies Standards	Common Core ELA
<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:</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 ▪ Explain how personal budgets help people make good choices as consumers and savers ▪ Identify options to consider when making saving and investment 	<p>Social Studies Economics 12.2.1-2 12.2.4-8</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> ▪ What are key components of the American economic system? ▪ How are prices determined? ▪ Who determines prices? ▪ How do banks and markets function? 	<p>Grades 9-10 RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>

JA Economics

Topic Descriptions	Key Learning Objectives	Instructional Standards	Common Core ELA
<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:</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 ▪ 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>Social Studies Economics</p> <p>12.2.8-10 12.4.1-4 12.5.1</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> ▪ What does it mean to work? ▪ How does one compete in the labor market? ▪ How are wages determined? ▪ How and why do workers organize? 	<p>Grades 9-10</p> <p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12</p> <p>RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>

JA Economics

Topic Descriptions	Key Learning Objectives	Instructional Standards	Common Core ELA
<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:</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>Social Studies Economics 12.4.1-4</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> ▪ How is the American government involved in the economy? ▪ How has the American government been involved in the economy in the past? ▪ How does the federal budget affect ordinary people? ▪ What does it mean to pay taxes? ▪ Why is there a Federal Reserve Bank? How does it function? ▪ What does it mean to run a deficit? ▪ What is macro-economics and what does it reveal about the economy? ▪ How does a cyclical economy function? ▪ How does data help to tell the story of the economy? 	<p>Grades 9-10</p> <p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12</p> <p>RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>

JA Economics

Topic Descriptions	Key Learning Objectives	Instructional Standards	Common Core ELA
<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:</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 ▪ Explain the role property rights and markets can play in the protection of environmental resources ▪ Describe how governments can use market incentives to protect the environment 	<p>Social Studies Economics</p> <p>12.1.3 12.2.3 12.6.1-4</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> ▪ What is globalization? ▪ How does globalization affect international and national economies, and individuals? ▪ Why are there critics of globalization? 	<p>Grades 9-10</p> <p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12</p> <p>RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>

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Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p>Session One: Economic Systems—Who Makes the Big Decisions?</p> <p>Examine how the economic system a society uses for production, distribution, and consumption of goods and services significantly affects the individuals in that society.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Analyze the impact of a society’s economic system on the decisions it makes about the production, distribution, and consumption of goods and services. Evaluate how the following characteristics affect the efficiency of a market: money, private property, limited government, exchange of resources in available markets, and entrepreneurship <p>Concepts: Command economy, Distribution, Economic systems, Economics, Market economy, Production</p> <p>Skills: Analyzing information, Categorizing data, Decision- making, Evaluating alternatives, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Grades 9-10 RI.9-10.2 RI. 9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>S-IC .1 S-IC .3 S-IC .6</p>	<p>Social Studies 10.3.6</p> <p>Economics 12.1 1-2</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> How is economics about scarcity, investment, growth, employment, competition, protection, entrepreneurship, and markets? What is capitalism? What are its benefits and problems?
<p>Session Two: Supply and Demand—What’s It Worth to You?</p> <p>Illustrate the impact of supply and demand on the economy by participating in an economic situation using real-life examples.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Review the concepts of supply and demand. Define the term market- clearing price. Demonstrate the interaction between supply and demand in a free-market economy. Respond to real-life examples of price and other market forces that influence supply and demand and the market-clearing price. <p>Concepts: Demand, Economics, Market-clearing Price, Supply, Supply and demand</p> <p>Skills: Analyzing information, Categorizing data, Decision- making, Evaluating alternatives, Listening for understanding, Oral and written communication, Working in groups</p>	<p>Grades 9-10 RI.9-10.2 RI. 9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>S-IC .1 S-IC .3 S-IC .6</p>	<p>Social Studies Economics 12.2.1-2 12.2.4-8</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> How are prices determined? Who determines prices? How do banks and markets function?

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Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p>Session Three: Supply and Demand—The JA Market Game</p> <p>Demonstrate the interaction of supply and demand and how market forces affect the prices of products.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Explain the interaction between supply and demand in a free-market economy, with the market’s drive toward the market-clearing price. Apply real-life examples of market forces that influence supply and demand <p>Concepts: Demand, Economics, Market-clearing Price, Supply</p> <p>Skills: Analyzing information, Categorizing data, Charting, Decision-making, Graphing, Negotiating, Oral and written communication, Working in groups</p>	<p>Grades 9-10 RI.9-10.2 RI. 9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>S-IC .1 S-IC .3 S-IC .6</p>	<p>Social Studies Economics 12.2.1-2 12.2.4-8</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> How are prices determined? Who determines prices? How do banks and markets function?
<p>Session Four: Saving, Spending, and Investing</p> <p>Explore concepts related to consumers, savers, and investors, including how wealth increases in different saving and investing options. Compare the characteristics, risks, and rewards of several options.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize ways to earn and increase wealth through saving and investing. Analyze examples of wealth acquired through saving and investing. Evaluate different methods of saving and investing, including varied risk and rewards. <p>Concepts: Banks as borrower and lender, Economics, Investing options, Risk versus reward, Saving options, Simple interest</p> <p>Skills: Analyzing information, Categorizing data, Decision- making, Oral and written communication, Public speaking, Reading for understanding, Working in groups</p>	<p>Grades 9-10 RI.9-10.2 RI. 9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>S-IC .1 S-IC .3 S-IC .6</p>	<p>Social Studies Economics 12.5.3</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> How do banks and markets function? What does it mean to be financially literate? How do worldwide markets affect me?

JA Exploring Economics

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p>Session Five: Government’s Role in the Market</p> <p>Analyze the effect of government on the economy, including intervention through the production of public goods and services, taxes, and its role in protecting private property.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Categorize public versus private goods, and explain why governments intervene in the economy by providing public goods. ▪ Express why individuals and businesses pay taxes. ▪ Analyze the impact of the government’s role in protecting private property. <p>Concepts: Economics, Free- rider problem, Non-rivalry, Private property, Public vs. private goods, Public vs. private sector, Taxes</p> <p>Skills: Analyzing information, Categorizing data, Decision- making, Oral and written communication, Public speaking, Working in groups</p>	<p>Grades 9-10 RI.9-10.2 RI. 9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>S-IC .1 S-IC .3 S-IC .6</p>	<p>Social Studies Economics 12.4.1-4</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> ▪How is the American government involved in the economy? ▪How has the American government been involved in the economy in the past? ▪How does the federal budget affect ordinary people?
<p>Session Six: Money, Inflation, and the CPI</p> <p>Learn about inflation and its effect on prices, consumer purchasing power, the willingness of financial institutions to loan money, and how the Consumer Price Index (CPI) monitors inflation.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define inflation and demonstrate its connection to the availability and value of money in a market, as well as its effect on prices and consumer purchasing power. ▪ Explain and calculate how the Consumer Price Index (CPI) measures consumer prices. ▪ Recognize that inflation can impair a market economy by affecting consumer confidence and funds available for investment. <p>Concepts: Consumer Price Index (CPI), Consumer purchasing power, Economics, Federal Reserve System, Inflation, Inflation rate, Percentage change, United States Bureau of Labor Statistics (BLS)</p> <p>Skills: Analyzing information Categorizing data, Oral and written communication, Public speaking, Reading for understanding, Solving algebraic equations, Working in pairs</p>	<p>Grades 9-10 RI.9-10.2 RI. 9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12 RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>A-SSE.1 A-SSE.3</p> <p>A-REI.1-3</p> <p>S-IC .1 S-IC .3 S-IC .6</p>	<p>Social Studies Economics 12.5.1-2</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> ▪Why is there a Federal Reserve Bank? How does it function? ▪What does it mean to run a deficit? ▪What is macro-economics and what does it reveal about the economy?

JA Exploring Economics

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p>Session Seven: International Trade</p> <p>Compare trade policies and the global economy based on the increased utility (satisfaction) of international trade.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the significance of international trade. ▪ Analyze the impact of trade on national and international utility. <p>Concepts: Economic isolationism, Economics, International trade, Regional trade, Trade restrictions, Tariff, Utility, World trade</p> <p>Skills: Categorizing data, Evaluating information, Negotiating, Oral and written communication, Public speaking, Working in groups</p>	<p>Grades 9-10</p> <p>RI.9-10.2 RI. 9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>Grades 11-12</p> <p>RI.11-12.2 RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>S-IC .1 S-IC .3 S-IC .6</p>	<p>Social Studies Economics</p> <p>12.1.3 12.2.3 12.6.1-4</p> <p>Economics Driving Questions</p> <ul style="list-style-type: none"> ▪ What is globalization? ▪ How does globalization affect international and national economies, and individuals? ▪ Why are there critics of globalization?

JA Job Shadow

Session Descriptions	Key Learning Objectives	Standards for Career Ready Practice	Common Core ELA
<p>Session One: Before the Hunt</p> <p>Students are introduced to the <i>JA Job Shadow</i> program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interest, work priorities, and job outlook.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize career clusters that match their skills and interest. ▪ Demonstrate self-awareness of their soft skills in work scenarios. 	<p>1 Apply appropriate technical skills and academic knowledge.</p> <p>2. Communicate clearly, effectively, and with reason.</p>	<p>RI.9-10.1 SL.9-10.1 L.9-10.4 RI.11-12.1 SL.11-12.1 L.11-12.4</p>
<p>Session Two: Perfect Match</p> <p>Students review the Seven Steps to Get Hired and Succeed and analyze job hunting skills. They then participate in mock interviews to prepare for the Job Shadow Challenge at the site visit.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Review methods of identifying job openings. ▪ Demonstrate professional interviewing skills. <p>Express expectations for the upcoming site visit.</p>	<p>5. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>7. Act as a responsible citizen in the workplace and the community.</p> <p>8. Model integrity, ethical leadership, and effective management.</p>	<p>SL.9-10.1 L.9-10.3 L.9-10.4 W.9-10.7 SL.11-12.1 L.11-12.3 L.11-12.4 W.11-12.7</p>
<p>Session Three: Get Hired: Collaboration and Creativity</p> <p>Students reflect on what they learned before and during the site visit, and they practice business communication by composing a thank-you note. They then create one of four career preparation tools: a career assessment, elevator pitch, resume, or infographic profile.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Evaluate personal priorities based on their site visit experience. ▪ Showcase identified skills. <p>Apply program knowledge to at least one of four career preparation tools— career assessment, elevator pitch, resume, or infographic profile.</p>	<p>3. Develop an education and career plan aligned with personal goals.</p> <p>9. Work productively in teams while integrating cultural and global competence.</p> <p>10. Demonstrate creativity and innovation</p> <p>11. Employ valid and reliable research strategies.</p>	<p>SL.9-10.1 L.9-10.1 L.9-10.3 L.9-10.4 W.9-10.4 W.9-10.5 W.9-10.7 SL.11-12.1 L.11-12.1 L.11-12.3 L.11-12.4 W.11-12.4 W.11-12.5 W.11-12.7</p>

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Session Details	Instructional Standards	Common Core ELA	
<p>Session One: Money for the Long Run</p> <p>Topic: Earning/Income</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define personal finance and why it matters. ▪ Contrast being rich with using financial planning to be financially secure. ▪ Express the relationship between career, education choices, and lifetime earnings. <p>Concepts: Earnings, Education, Lifetime earnings, Personal finances</p> <p>Skills: Analyzing information, Comparing and contrasting, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing information</p>	<p>Standards for Career Ready Practice</p> <ol style="list-style-type: none"> 1 Apply appropriate technical skills and academic knowledge. 2. Communicate clearly, effectively, and with reason. 3. Develop an education and career plan aligned with personal goals. 	<p>Grades 9-10 Reading for Informational Text</p> <p>910.RI.1.1 910.RI.1.2 910.RI.3.8</p> <p>Writing</p> <p>910.W.1.2 910.W.2.4 910.W.2.6</p> <p>Speaking and Listening</p> <p>910.SL.1.1 910.SL.1.2 910.SL.2.4</p> <p>Language</p> <p>910.L.1.1 910.L.2.3 910.L.3.4</p>	<p>Grades 11-12 Reading for Informational Text</p> <p>1112.RI.1.1 1112.RI.1.2 1112.RI.3.7</p> <p>Writing</p> <p>1112.W.1.2 1112.W.2.4 1112.W.2.6</p> <p>Speaking and Listening</p> <p>1112.SL.1.1 1112.SL.1.2 1112.SL.2.4 1112.SL.2.5</p> <p>Language</p> <p>1112.L.1.1 1112.L.2.3 1112.L.3.4 1112.L.3.6</p>
<p>Session Two: Why Budget?</p> <p>Topic: Budgeting Rationale</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Plan, prioritize, and adjust expenses to meet a scenario based budget. ▪ Identify the categories of expenses and then practice using a spending journal to track them as a preliminary budgeting step. <p>Concepts: Budgeting, Compound interest, Investing, Opportunity cost, Pay yourself first, Principal , Saving money, Savings</p> <p>Skills: Analyzing information, Categorizing data, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing</p>	<p>Standards for Career Ready Practice</p> <ol style="list-style-type: none"> 4. Apply technology to enhance productivity. 5. Utilize critical thinking to make sense of problems and persevere in solving them. 9. Work productively in teams while integrating cultural and global competence. 11. Employ valid and reliable research strategies. 	<p>Grades 9-10 Reading for Informational Text</p> <p>910.RI.1.1 910.RI.1.2</p> <p>Writing</p> <p>910.W.1.2 910.W.2.4 910.W.2.6</p> <p>Speaking and Listening</p> <p>910.SL.1.1 910.SL.1.2</p> <p>Language</p> <p>910.L.1.1 910.L.3.4</p>	<p>Grades 11-12 Reading for Informational Text</p> <p>1112.RI.1.1 1112.RI.1.2</p> <p>Writing</p> <p>1112.W.1.2 1112.W.2.4 1112.W.2.6</p> <p>Speaking and Listening</p> <p>1112.SL.1.1 1112.SL.1.2</p> <p>Language</p> <p>1112.L.1.1 1112.L.3.4 1112.L.3.6</p>

JA Personal Finance – Blended

Session Details	Instructional Standards	Common Core ELA	
<p>Session Three: Anatomy of a Budget</p> <p>Topic: How to Budget</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Analyze a variety of financial receipts and artifacts to determine income and expenses and then apply skills to complete a balanced budget. ▪ Demonstrate basic budget competencies <p>Concepts: Budget, Budgeting, Expense, Fixed Expenses, Income, Opportunity cost , Variable Expenses</p> <p>Skills: Analyzing information, Categorizing data, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing, Teamwork</p>	<p>Standards for Career Ready Practice</p> <p>4. Apply technology to enhance productivity.</p> <p>5. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>6. Understand that financial literacy leads to a secure future that enables career success.</p>	<p>Grades 9-10 Speaking and Listening</p> <p>910.SL.1.1 910.SL.1.2 910.SL.2.4</p> <p>Language</p> <p>910.L.1.1 910.L.2.3 910.L.3.4</p>	<p>Grades 11-12 Speaking and Listening</p> <p>1112.SL.1.1 1112SL.1.2 1112.SL.2.4 1112.SL.2.5</p> <p>Language</p> <p>1112.L.1.1 1112L.2.3 1112.L.3.4 1112.L.3.6</p>
<p>Session Four: Breaking Even Isn't Enough</p> <p>Topic: Saving</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the key reasons for saving. ▪ Apply the steps in developing a savings plan, including the concept of paying yourself first. <p>Concepts: Debt, Credit, Credit cards, Credit reports and scores, Interest</p> <p>Skills: Analyzing information, Creativity, Evaluating alternative, Graphic presentation, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Standards for Career Ready Practice</p> <p>6. Understand that financial literacy leads to a secure future that enables career success.</p> <p>7. Act as a responsible citizen in the workplace and the community.</p>	<p>Grades 9-10 Reading for Informational Text</p> <p>910.RI.1.1 910.RI.1.2 910.RI.3.8</p> <p>Writing</p> <p>910.W.1.2 910.W.2.4 910.W.2.6</p> <p>Speaking and Listening</p> <p>910.SL.1.1 910.SL.1.2 910.SL.2.4</p> <p>Language</p> <p>910.L.1.1 910.L.2.3 910.L.3.4</p>	<p>Grades 11-12 Reading for Informational Text</p> <p>1112.RI.1.1 1112.RI.1.2 1112.RI.3.7</p> <p>Writing</p> <p>1112.W.1.2 1112.W.2.4 1112.W.2.6</p> <p>Speaking and Listening</p> <p>1112.SL.1.1 1112SL.1.2 1112.SL.2.4</p> <p>Language</p> <p>1112.L.1.1 1112.L.2.3 1112.L.3.4</p>

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Session Details	Instructional Standards	Common Core ELA	
<p>Session Five: The Benefits and Costs of Credit</p> <p>Topic: Credit</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize and prevent negative effects of a poor credit score and credit history. ▪ Analyze the costs and benefits of various forms of credit. 	<p>Standards for Career Ready Practice</p> <p>7. Act as a responsible citizen in the workplace and the community.</p> <p>8. Model integrity, ethical leadership, and effective management.</p>	<p>Grades 9-10 Reading for Informational Text</p> <p>910.RI.1.1 910.RI.1.2 910.RI.3.8</p> <p>Writing</p> <p>910.W.1.2 910.W.2.4 910.W.2.6</p> <p>Speaking and Listening</p> <p>910.SL.1.1 910.SL.1.2 910.SL.2.4</p> <p>Language</p> <p>910.L.1.1 910.L.2.3 910.L.3.4</p>	<p>Grades 11-12 Reading for Informational Text</p> <p>1112.RI.1.1 1112.RI.1.2 1112.RI.3.7</p> <p>Writing</p> <p>1112.W.1.2 1112.W.2.4 1112.W.2.6</p> <p>Speaking and Listening</p> <p>1112.SL.1.1 1112SL.1.2 1112.SL.2.4 1112.SL.2.5</p> <p>Language</p> <p>1112.L.1.1 1112.L.2.3 1112.L.3.4 1112.L.3.6</p>
<p>Session Six: Maximize your Money</p> <p>Topic: Savvy Shopping</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize and apply various techniques to maximize buying power. ▪ Evaluate various selling techniques and situations to determine the best values. 	<p>Standards for Career Ready Practice</p> <p>5. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>6. Understand that financial literacy leads to a secure future that enables career success.</p>	<p>Grades 9-10 Reading for Informational Text</p> <p>910.RI.1.1 910.RI.1.2 910.RI.3.8</p> <p>Speaking and Listening</p> <p>910.SL.1.1 910.SL.1.2 910.SL.2.4</p> <p>Language</p> <p>910.L.1.1 910.L.2.3 910.L.3.4</p>	<p>Grades 11-12 Reading for Informational Text</p> <p>1112.RI.1.1 1112.RI.1.2 1112.RI.3.7</p> <p>Speaking and Listening</p> <p>1112.SL.1.1 1112SL.1.2 1112.SL.2.4 1112.SL.2.5</p> <p>Language</p> <p>1112.L.1.1 1112.L.2.3 1112.L.3.4 1112.L.3.6</p>

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Session Details	Instructional Standards	Common Core ELA	
<p>Session Seven: On Guard</p> <p>Topic: Consumer Protection</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Assess and prepare for diverse threats to personal information and finances online and offline. ▪ Identify the signs of identity theft and how to take action against fraud by using a credit report. 	<p>Standards for Career Ready Practice</p> <p>7. Act as a responsible citizen in the workplace and the community.</p> <p>12. Understand the environmental, social, and economic impacts of decisions.</p>	<p>Grades 9-10 Reading for Informational Text</p> <p>910.RI.1.1 910.RI.1.2 910.RI.3.8</p> <p>Writing</p> <p>910.W.1.2 910.W.2.4 910.W.2.6</p> <p>Speaking and Listening</p> <p>910.SL.1.1 910.SL.1.2 910.SL.2.4</p> <p>Language</p> <p>910.L.1.1 910.L.2.3 910.L.3.4</p>	<p>Grades 11-12 Reading for Informational Text</p> <p>1112.RI.1.1 1112.RI.1.2 1112.RI.3.7</p> <p>Writing</p> <p>1112.W.1.2 1112.W.2.4 1112.W.2.6</p> <p>Speaking and Listening</p> <p>1112.SL.1.1 1112SL.1.2 1112.SL.2.4 1112.SL.2.5</p> <p>Language</p> <p>1112.L.1.1 1112.L.2.3 1112.L.3.4 1112.L.3.6</p>
<p>Session Eight: Growing Money</p> <p>Topic: Investment Analysis</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the many options for growing money through investing— each with different terms, risks, and rewards. ▪ Express the correlation between risk and reward when investing. 	<p>Standards for Career Ready Practice</p> <p>7. Act as a responsible citizen in the workplace and the community.</p> <p>11. Employ valid and reliable research strategies.</p>	<p>Grades 9-10 Reading for Informational Text</p> <p>910.RI.1.1 910.RI.1.2 910.RI.3.8</p> <p>Speaking and Listening</p> <p>910.SL.1.1 910.SL.1.2 910.SL.2.4</p> <p>Language</p> <p>910.L.1.1 910.L.2.3 910.L.3.4</p>	<p>Grades 11-12 Reading for Informational Text</p> <p>1112.RI.1.1 1112.RI.1.2 1112.RI.3.7</p> <p>Speaking and Listening</p> <p>1112.SL.1.1 1112SL.1.2 1112.SL.2.4 1112.SL.2.5</p> <p>Language</p> <p>1112.L.1.1 1112L.2.3 1112.L.3.4 1112.L.3.6</p>

JA Titan

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p>Session One: How Much? How Many?</p> <p>Students explore how price and production can affect business performance.</p>	<p>Objectives:</p> <p>The 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>Concepts: assembly line, break- even point, business management, fixed costs, law of diminishing returns, loss, price, product, production, profit, resources, variable costs</p> <p>Skills: data analysis, decision- making, mathematical skills, oral communication, working in groups</p>	<p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>RI-11-12.2 RI-11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>Mathematical Practices Grades 9-12</p> <p>1-8</p>	<p>SS Economics</p> <p>12.2.3 12.2.5</p> <p>Standards for Career Ready Practice</p> <p>1-2</p>
<p>Session Two: How Much? How Many? – The Simulation</p> <p>Students make decisions about price and production levels using the JA Titan computer simulation.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Make informed business price and production decisions <p>Concepts: business management, fixed costs, law of diminishing returns, price, production, variable costs</p> <p>Skills: data analysis, decision- making, mathematical skills, oral communication, working in groups</p>	<p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>RI-11-12.2 RI-11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>Mathematical Practices Grades 9-12</p> <p>1-2 4-6</p> <p>Statistics</p> <p>S-IC.1 S-IC.6</p>	<p>SS Economics</p> <p>12.2.8</p> <p>Standards for Career Ready Practice</p> <p>1,4</p>

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Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p>Session Three: Cutting Edge Students design a marketing plan.</p>	<p>Objectives: The 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>Concepts: demographics, 4 P's of marketing, market research, marketing, product life cycle, research and development, target market</p> <p>Skills: analyzing information, critical thinking, decision- making, mathematical skills, oral communication, planning, working in groups</p>	<p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>RI-11-12.2 RI-11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>NA</p>	<p>Standards for Career Ready Practice 1,5,11</p>
<p>Session Four: Cutting Edge – The Simulation Students make decisions about price, production, and research and development using the JA Titan computer simulation.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Make informed research and development and marketing decisions <p>Concepts: demographics, four P's of marketing, market research, marketing, price, production, product life cycle, research and development, target market</p> <p>Skills: analyzing information, critical thinking, decision- making, mathematical skills, oral communication, planning, working in groups</p>	<p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>RI-11-12.2 RI-11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>Mathematical Practices Grades 9-12 1-8</p> <p>Statistics S-IC.1 S-IC.6</p>	<p>SS Economics 12.2.8</p> <p>Standards for Career Ready Practice 1,4,8</p>

JA Titan

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<p>Session Five: Make an Investment Students solicit capital investment.</p>	<p>Objectives: The 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>Concepts: business management, capital investment, cash flow, charitable giving, investors</p> <p>Skills: analyzing information, critical thinking, data analysis, decision-making, mathematical skills, oral communication, working in groups</p>	<p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>RI-11-12.2 RI-11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>Mathematical Practices Grades 9-12 1-4</p>	<p>SS Economics 12.2.8</p> <p>Standards for Career Ready Practice 10-12</p>
<p>Session Six: Make an Investment–The Simulation Students make decisions about capital investment, price, production, research and development, and charitable giving using the JA Titan computer simulation.</p>	<p>Objectives: The 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 ja titan computer simulation <p>Concepts: business management, capital investment, cash flow, charitable giving, demographics, 4 P's of marketing, market research, marketing, price, production, product life cycle, research and development, target market</p> <p>Skills: analyzing information, critical thinking, data analysis, decision-making, mathematical skills, oral communication, planning, working in groups</p>	<p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>RI-11-12.2 RI-11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>Mathematical Practices Grades 9-12 1-2 4-6</p> <p>Statistics S-IC.1 S-IC.6</p>	<p>Standards for Career Ready Practice 1,4,7</p>

JA Titan

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Instructional Standards
<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 JA Titan computer simulation.</p>	<p>Objectives:</p> <p>The 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>Concepts: business management, capital investment, cash flow, charitable giving, demographics, 4 P’s of marketing, market research, marketing, price, production, product life cycle, research and development, target market</p> <p>Skills: analyzing information, critical thinking, data analysis, decision-making, mathematical skills, oral communication, planning, working in groups</p>	<p>RI.9-10.2 RI.9-10.4 RI.9-10.8 W.9-10.2 W.9-10.4 W.9-10.7-8 SL.9-10.1-4 SL.9-10.6 L.9-10.1-2 L.9-10.4 L.9-10.6</p> <p>RI-11-12.2 RI-11-12.4 W.11-12.2 W.11-12.4 W.11-12.7-8 SL.11-12.1-4 SL.11-12.6 L.11-12.1-4 L.11-12.6</p>	<p>Mathematical Practices Grades 9-12</p> <p>1-2 4-6</p> <p>Statistics</p> <p>S-IC.1 S-IC.6</p>	<p>SS Economics 12.2.8</p> <p>Standards for Career Ready Practice</p> <p>1-2 3-5 7-12</p>



MISSION: To inspire and prepare young people to succeed in a global economy.

JA believes every child deserves the opportunity to take control of their own economic future. Through volunteer-taught programs and a community based network of volunteer role-models, educators, and businesses, JA teaches students how to make smart financial decisions, prepare for the working world, and to become entrepreneurs. JA inspires students to dream big and to see a world of limitless opportunities for their futures.

3 PILLARS:



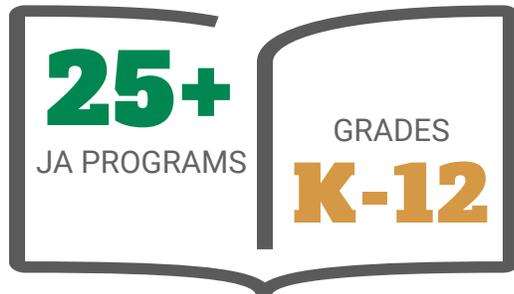
FINANCIAL LITERACY



ENTREPRENEURSHIP



WORK READINESS



ANNUAL REACH:

6,000 STUDENTS

350 VOLUNTEERS

70% OF ORANGE COUNTY STUDENTS SERVED ARE FROM LOW-TO-MODERATE INCOME HOUSEHOLDS

74% OF STUDENTS IN ORANGE COUNTY ARE FROM ETHNIC-MINORITY BACKGROUNDS



VIRTUALLY



ON CAMPUS



AT A WORKPLACE

Being a part of Junior Achievement not just as a Board member but also as a volunteer had allowed me to see that spark first hand. Impacting a child through sharing experiences as a business professional and helping them become inspired is an experience that lasts a lifetime. *-JA of Orange County Board Member*

STUDENTS NEED
21st
CENTURY
WORKFORCE SKILLS

- Critical Thinking
- Collaboration
- Initiative
- Productivity
- Social Skills
- Information, Media, & Technology Literacy
- Creativity
- Communication
- Flexibility
- Leadership
- Productivity

WHY JA?



JA PREPARES students for the real working world by connecting them with professional role-models



JA DEVELOPS financially independent students to empower future leaders



JA TEACHES students valuable life skills using experiential and relevant programs

Local supporters:

