A Correlation: Wisconsin Academic Standards and Junior Achievement High School Programs
Overview

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

In this document, Junior Achievement programs are correlated to the Wisconsin Academic Standards for Social Studies, Financial Literacy, Marketing, Management and Entrepreneurship, Family and Consumer Science and other applicable academic standards such as the Wisconsin College, Career and Technical Standards (WCCTS). 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 an entrepreneurial venture while still in high school.

*JA Career Success®* equips students with the tools and skills required to earn and keep a job in high-growth career industries.

*JA Company Program®* Blended Model unlocks the innate ability in students to fill a need or solve a problem in their community by launching a business venture and unleashing their entrepreneurial spirit. Each of the program’s 13 meetings allows students to work individually or in groups to take a closer look at business-related topics.

*JA Economics®* examines the fundamental concepts of micro-, macro-, and international economics.

*JA Exploring Economics®* fosters lifelong skills and knowledge about how an economy works, including micro-, macro-, personal, and international economics.

*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.

*JA Personal Finance®* Blended Model allows students to experience the interrelationship between today’s financial decisions and future financial freedom.

*JA Titan®* introduces critical economics and management decisions through an interactive simulation.

*JA Career Exploration Fair™* is an event where students learn about a range of career options across multiple career clusters. (Grades K-12)

*JA Career Speakers 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. (Grades K-12)

*JA Excellence through Ethics™* Through 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. (Grades 6-12)

*JA It's My Job™* (Soft Skills) will help students understand the value of professional communication and soft skills, making them more employable to future employers across multiple career clusters. (Grades 6-12)

*JA High School Heroes* provides leadership development opportunities to high school students who deliver JA programs in elementary schools. Recommended for high school students.
### Session Descriptions

<table>
<thead>
<tr>
<th>Session One: Introduction to Entrepreneurship</th>
<th>Academic Standards</th>
<th>Career Development</th>
<th>Common Core English Language Arts</th>
</tr>
</thead>
</table>
| Students test their knowledge about entrepreneurship. They begin the process to select a product or service for a business venture. | **Entrepreneurship**  
SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.  
**Social Studies/Economics**  
E.12.2.2 Evaluate selected business practices for consequences to individuals, families, and society. | **ACP Academic and Career Preparation**  
- Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum. | Grades 9–10  
RI.9-10.2,4,8  
W.9-10.2,4,7,8  
SL.9-10.1,2,4,6  
L.9-10.1,2,4,6 |
| **Session Two: What’s My Business?**  
Students select a product or service for a business venture. | **Entrepeneurship**  
MF8.a.15.h Predict and describe the impact of current entrepreneurial success on the future.  
MF8.a.16.h Research the correlation between trends and entrepreneurial success.  
MF9.a.11.h Explain the need for entrepreneurial discovery.  
MF9.c.6.h Describe processes used to acquire adequate resources for venture creation. | **ACP Self-Awareness**  
- Interpret and articulate personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers.  
WCCTS  
4C1.a.7.h Develop original ways to solve a given problem.  
4C1.a.8.h: Design a product or service that could fulfill a human need or desire.  
4C1.b.8.h: Work as part of a team to design a product or service that could fulfill a human need or desire. | Grades 9–10  
RI.9-10.2,4,8  
W.9-10.2,4,7,8  
SL.9-10.1,2,4,6  
L.9-10.1,2,4,6 |
| **Session Three: Who’s My Customer?**  
Students analyze potential markets. | **Entrepreneurship**  
MF9.a.15.h Generate ideas for a school-based enterprise. | **ACP Academic and Career Preparation**  
- Student-determined self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum. | Grades 9–10  
RI.9-10.2,4,8  
W.9-10.2,4,7,8  
SL.9-10.1,2,4,6  
L.9-10.1,2,4,6 |
| **Social Studies/Economics**  
SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.  
SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. | | | Grades 11–12  
RI.11-12.2,4  
W.11-12.2,4,7,8  
SL.11-12.1-3,4,6  
L.11-2.1,3,4,6 |

© Junior Achievement USA®
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Career Development</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Four: What’s My Advantage?</strong></td>
<td><strong>Entrepreneurship</strong></td>
<td><strong>ACP Academic and Career Preparation</strong></td>
<td>Grades 9–10</td>
</tr>
<tr>
<td>Students determine how to set a product apart from its competition.</td>
<td>MF9.a.16.h Determine feasibility of venture ideas for a school-based enterprise or community activity.</td>
<td>• Instruction in crafting appropriate communications is integrated throughout the curriculum.</td>
<td>RI.9-10.2,4,8,</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>MF9.b.12.h Assess start-up requirements.</td>
<td></td>
<td>W.9-10.2,4,7,8</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td><strong>Social Studies/Economics</strong></td>
<td></td>
<td>SL.9-10.1-4,6</td>
</tr>
<tr>
<td>• Define competitive advantages and recognize them in other businesses</td>
<td>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</td>
<td></td>
<td>L.9-10.1,2,4,6</td>
</tr>
<tr>
<td>• Express the importance of selecting competitive advantages that offer an edge over the competition for a product and market</td>
<td>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Five: Competitive Advantages</strong></td>
<td><strong>Social Studies/Economics</strong></td>
<td><strong>ACP Academic and Career Preparation</strong></td>
<td>Grades 9–12</td>
</tr>
<tr>
<td>Students decide how to set a product or service apart from the competition.</td>
<td>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</td>
<td>• Receive instruction in crafting appropriate communications with different purposes/audiences.</td>
<td>RI.11-12.2,4</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</td>
<td></td>
<td>W.11-12.2,4,7,8</td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
<td></td>
<td>SL.11-12.1-4,6</td>
</tr>
<tr>
<td>• Evaluate competitive advantages</td>
<td></td>
<td></td>
<td>L.11-12.1-4,6</td>
</tr>
<tr>
<td>• Select competitive advantages that will drive a developing business venture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Six: Ethics Are Good for Business</strong></td>
<td><strong>Social Studies/Economics</strong></td>
<td><strong>ACP Financial Knowledge</strong></td>
<td>Grades 9–10</td>
</tr>
<tr>
<td>Students consider consequences in making ethical business decisions.</td>
<td><strong>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.</strong></td>
<td>• Summarize how financial concepts relate to personal goals and vision for the future.</td>
<td>RI.9-10.2,4,8</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td>W.9-10.2,4,7,8</td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
<td></td>
<td>SL.9-10.1-4,6</td>
</tr>
<tr>
<td>• Evaluate short- and long-term consequences in making ethical decisions</td>
<td></td>
<td></td>
<td>L.9-10.1,2,4,6</td>
</tr>
<tr>
<td>• Express that being ethical can be good for business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Seven: The Business Plan</strong></td>
<td><strong>Entrepreneurship</strong></td>
<td><strong>ACP Academic and Career Preparation</strong></td>
<td>Grades 9–10</td>
</tr>
<tr>
<td>Students compile a sample business plan.</td>
<td>MF9.15.h Use components of a business plan to define venture idea.</td>
<td>• Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.</td>
<td>RI.9-10.2,4,8</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Social Studies/Economics</strong></td>
<td></td>
<td>W.9-10.2,4,7,8</td>
</tr>
<tr>
<td>The students will:</td>
<td>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.</td>
<td></td>
<td>SL.9-10.1-4,6</td>
</tr>
<tr>
<td>• Compile entrepreneurial elements into a sample business plan</td>
<td></td>
<td></td>
<td>L.9-10.1,2,4,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© Junior Achievement USA®
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>WI Academic Standards</th>
<th>Career Development</th>
<th>Common Core English Language Arts</th>
</tr>
</thead>
</table>
| **Session One: Get Hired– Critical Thinking and Creativity** | WCCTS 4C1.a.7.h Develop original ways to solve a given problem. 4C1.a.8.h: Design a product or service that could fulfill a human need or desire. | ACP Academic and Career Preparation  
- Receive instruction in study skills.  
- Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum. | Grades 9-10 RL.9-10.4  
SL.9-10.1  
L.9-10.1  
**Grades 11-12**  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 |
| Students are introduced to the need to be work ready by developing the 4 C’s skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios. | **Objectives:**  
- 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 | | |
| **Session Two: Get Hired– Communication and Conflict-Management Skills** | WCCTS 4C2.a.15.h: Determine the best resolution for a problem, decision or opportunity based on given criteria. 4C2.b.5.h: Apply past experience to develop a course of action for a new situation. 4C2.b.6.h: Use existing knowledge to develop a resolution for a new situation, problem or opportunity. 4C3.c.7.h: Resolve conflicts productively with individuals as they arise | Academic and Career Preparation  
- Receive instruction in effective collaboration, communication, and leadership skills | Grades 9-10 RL.9-10.4  
SL.9-10.1  
L.9-10.1  
**Grades 11-12**  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 |
| Students apply communication skills to resolve conflicts in work-based scenarios. | **Objectives:**  
- Recognize common responses to conflict  
- Apply conflict-management skills to resolve work-based issues | | |
| **Session Three: Get Hired– Collaboration and Creativity** | WCCTS 4C1.b.7.h: Incorporate the skills and experiences of others to develop a new solution to a problem. 4C2.a.14.h: Analyze the impact of a decision using a systems thinking model. 4C3.b.7.h: Participate in group processes to generate consensus. CD1.b.5.h: Use a decision-making and problem-solving model. | Academic and Career Preparation  
- Student-determined self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum. | Grades 9-10 RL.9-10.4  
SL.9-10.1  
SL.9-10.6  
L.9-10.1  
**Grades 11-12**  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 |
| Students practice collaboration, a 4 C’s skill, using the GRPI teambuilding model | **Objectives:**  
- Demonstrate collaboration with team members to accomplish work-based challenges  
- Recognize the components of a high-performance team | | |
## Session Descriptions

### Session Four: Get Hired– Strong Soft Skills

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.

**Objectives:**
- Identify soft skills that are in demand by employers
- Demonstrate personal soft skills in a mock interview

<table>
<thead>
<tr>
<th>WCCTS</th>
<th>Career Development</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| CD2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans. CD2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement. CD4.c.4.h: Model behaviors that demonstrate reliability and dependability. | **Self-Awareness**  
- Possess an understanding of who they are and reflect on this self-awareness, applying it to vision development, goal setting, and creating an ACP.  
- **World of Work & Labor Market**  
- Learn which different "soft skills" are needed for different pathways, and which are most crucial.  
- Develop effective job seeking tools. | **Grades 9-10**  
RL.9-10.4  
W.9-10.2  
L.9-10.1  
SL.9-10.1  
**Grades 11-12**  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 |

### Session Five: Know Your Work Priorities

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.

**Objectives:**
- Recognize the importance of being focused, proactive, and adaptable when exploring careers
- Rank work environment priorities as an anchor for making career planning decisions

<table>
<thead>
<tr>
<th>Personal Financial Literacy</th>
<th>Self-Awareness</th>
<th>Common Core ELA</th>
</tr>
</thead>
</table>
| A.12.1.1 Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. A.12.1.2 Analyze how personal and cultural values may impact financial decisions. | **Self-Awareness**  
- Interpret and articulate personal strengths and interests  
- Identify evidence as expressed that relate to the information identified in age-appropriate inventories.  
- **Career Exploration**  
- Take age-appropriate inventories and assessments for career exploration and reflect on the results. | **Grades 9-10**  
RL.9-10.4  
SL.9-10.1  
L.9-10.1  
**Grades 11-12**  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 |
# JA Career Success

## Session Descriptions

### Session Six: Know Who’s Hiring

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.

**Objectives:**

The students will be able to:
- 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

<table>
<thead>
<tr>
<th>WI Academic Standards</th>
<th>Career Development</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Financial Literacy</strong>&lt;br&gt;A.12.1.1 Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.&lt;br&gt;A.12.2.1 Understand and critique sources of income and resources available that may substitute for income.</td>
<td><strong>Career Exploration</strong>&lt;br&gt;- Use general career pathway information&lt;br&gt;- Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.&lt;br&gt;- Understand the relevance of current studies and activities to developing key skills and understanding related to their career of interest.</td>
<td><strong>Grades 9-10</strong>&lt;br&gt;W.9-10.1&lt;br&gt;L.9-10.1</td>
</tr>
<tr>
<td><strong>Social Studies</strong>&lt;br&gt;SS Inq.1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.&lt;br&gt;SS Inq.1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.&lt;br&gt;SS Inq.3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</td>
<td></td>
<td><strong>Grades 11-12</strong>&lt;br&gt;L.11-12.1</td>
</tr>
<tr>
<td><strong>WCCTS</strong>&lt;br&gt;CD3.b.5.h: Evaluate the relationship between educational achievement and career development.&lt;br&gt;CD3.c.6.h: Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Session Seven: Know Your Personal Brand

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.

**Objectives:**

The students will be able to:
- 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

<table>
<thead>
<tr>
<th>WI Academic Standards</th>
<th>Career Development</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Financial Literacy</strong>&lt;br&gt;A.12.1.2 Analyze how personal and cultural values may impact financial decisions.</td>
<td><strong>Career Exploration</strong>&lt;br&gt;- Engage in job shadowing, informational interviewing, part-time work, and other career exploration.</td>
<td><strong>Grades 9-10</strong>&lt;br&gt;RL.9-10.4-5&lt;br&gt;W.9-10.2&lt;br&gt;SL.9-10.1-2&lt;br&gt;L.9-10.1</td>
</tr>
<tr>
<td><strong>WCCTS</strong>&lt;br&gt;CD3.a.14.h: Implement an individual learning plan to maximize academic ability and achievement.&lt;br&gt;CD4.a.9.h: Use positive work-qualities typically desired in each of the career cluster’s pathways.&lt;br&gt;CD4.b.6.h: Prepare a resume, cover letter, employment application.</td>
<td><strong>Academic and Career Preparation</strong>&lt;br&gt;- Instruction in crafting appropriate communications is integrated throughout the curriculum.</td>
<td><strong>Grades 11-12</strong>&lt;br&gt;RL.11-12.4-5&lt;br&gt;W.11-12.1&lt;br&gt;W.11-12.3&lt;br&gt;W.11-12.9&lt;br&gt;SL.11-12.1-2&lt;br&gt;L.11-12.1</td>
</tr>
<tr>
<td><strong>Self Awareness</strong>&lt;br&gt;- Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Meeting One: Start a Business

Students examine their own entrepreneurial traits, how those traits fit within the Company structure, and explore potential ways to fund their venture.

**Objectives:**
- The students will:
  - 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.

**ACP Components Self Awareness**
- Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers.

**Marketing, Management and Entrepreneurship**
- MF8.a.13.h Form a business to produce, distribute, promote, and sell a product, service or idea.

### Meeting Two: Fill a Need

Students brainstorm potential products and services that could fill a need or solve a problem and determine which business ideas should be vetted further.

**Objectives:**
- The students will:
  - 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.

**ACP Academic and Career Preparation**
- Student-determined self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum.
- Explicit instruction in study skills is integrated throughout the curriculum.

**Marketing, Management and Entrepreneurship**
- MF8.a.15.h Predict or describe the impact of current entrepreneurial success.
- MF8.a.16.h Research the correlation between trends and entrepreneurial success.
- MF9.a.11 Explain the need for entrepreneurial discovery.
- MF9.a.12.h Discuss the entrepreneurial discovery process.
- MF9.a.15.h Generate venture ideas for a school-based enterprise.

### Meeting Three: Vet the Venture

Students conduct research on their top product or service ideas and decide on which idea to move forward with based on a series of factors.

**Objectives:**
- The students will:
  - Conduct research on top business ideas.
  - Decide which product or service idea to move forward with.
  - Submit the product idea for approval.

**ACP Academic and Career Preparation**
- Instruction in crafting appropriate communication is integrated throughout the curriculum.

### ACP Components Self Awareness**
- Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers.

**Marketing, Management and Entrepreneurship**
- MF8.b.3.h Conduct a SWOT analysis of each type of business ownership
- MF9.a.16.h Determine feasibility of venture ideas for a school-based enterprise or community activity.

### WI Academic Standards

<table>
<thead>
<tr>
<th>Grades 9-10</th>
<th>RI.9-10.1</th>
<th>RI.9-10.4</th>
<th>W.9-10.4</th>
<th>SL.9-10.1-2</th>
<th>L.9-10.1-2</th>
<th>L.9-10.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 11-12</td>
<td>RI.11-12.1</td>
<td>RI.11-12.4</td>
<td>W.11-12.6</td>
<td>SL.11-12.1-2, SL.11-12.4</td>
<td>L.11-12.1-2</td>
<td>L.11-12.6</td>
</tr>
</tbody>
</table>

### Common Core ELA

<table>
<thead>
<tr>
<th>Grades 9-10</th>
<th>RI.9-10.1</th>
<th>RI.9-10.4</th>
<th>W.9-10.4</th>
<th>SL.9-10.1-2</th>
<th>L.9-10.1-2</th>
<th>L.9-10.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 11-12</td>
<td>RI.11-12.1</td>
<td>RI.11-12.4</td>
<td>W.11-12.6</td>
<td>SL.11-12.1-2, SL.11-12.4</td>
<td>L.11-12.1-2</td>
<td>L.11-12.6</td>
</tr>
</tbody>
</table>

### Literacy in Social Studies

<table>
<thead>
<tr>
<th>Grades 9-10</th>
<th>RH.1</th>
<th>RH.4</th>
<th>RH.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 11-12</td>
<td>RH.1</td>
<td>RH.4</td>
<td>RH.6</td>
</tr>
</tbody>
</table>

---

© Junior Achievement USA®
### Session Details

<table>
<thead>
<tr>
<th>Meeting Four: Create a Structure</th>
<th>WI Academic Standards</th>
<th>Common Core ELA</th>
<th>Literacy in History/Social Studies</th>
</tr>
</thead>
</table>
| Students form business teams and begin to develop their business plan through a series of specialized tasks. | **Marketing, Management and Entrepreneurship**  
MF9.b.12.h Assess start-up requirements.  
MF9.d.12.h Explain the complexities of business operations. | Grades 9-10  
L19-10.1-2  
W9-10.2.4  
W-9.10-6.7  
SL9-10.1-3  
L9-10.1-2  
L9-10.4 | Grades 9-10  
RH.1  
RH.2  
RH.4  
whST.2  
whST.4  
whST.5  
whST.6 |
| **Objectives:** | **ACP Career Exploration**  
**ACT in job shadowing, informational interviewing, part-time work, and other career exploration.** | Grades 11-12  
RL11-12.1  
RL11-12.4  
W11-12.4  
W11-12-6.7  
SL11-12.1-2  
L11-12.1-2  
L11-12.6 | Grades 11-12  
RH.1  
RH.2  
RH.4  
whST.2  
whST.4  
whST.5  
whST.6 |
| The students will: | **Academic and Career Preparation**  
**Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.** | | |
| • 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. | | | |

<table>
<thead>
<tr>
<th>Meeting Five: Launch the Business</th>
<th>WI Academic Standards</th>
<th>Common Core ELA</th>
<th>Literacy in History/Social Studies</th>
</tr>
</thead>
</table>
| Business teams report on their tasks and findings to the entire Company and come to a consensus on major decisions as they launch the business and finalize their business plan. | **Marketing, Management and Entrepreneurship**  
MF9.b.15.h Use components of business plan to define venture idea.  
MF9.d.11.h Use external resources to supplement entrepreneur’s expertise.  
MF9.d.14.h Analyze the organizational system and operation for a school-based enterprise.  
MF9.d.15.h Assess work flow and productivity in a school-based enterprise or student organization. | Grades 9-10  
RL19-10.1  
W9-10.2  
W9-10.4-7  
SL9-10.1-6  
L9-10.1-2  
L9-10.4 | Grades 9-10  
RH.1  
whST.2  
whST.6 |
| **Objectives:** | **ACP World of Work and Labor Market**  
**Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.** | Grades 11-12  
RL11-12.1  
RL11-12.4  
W11-12-2.7  
SL11-12.1-2  
L11-12.1-2  
L11-12.6 | Grades 11-12  
RH.1  
whST.2  
whST.6 |
| The students will: | | | |
| • 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. | | | |

<table>
<thead>
<tr>
<th>Meeting Six through Eleven: Run the Business</th>
<th>WI Academic Standards</th>
<th>Common Core ELA</th>
<th>Literacy in History/Social Studies</th>
</tr>
</thead>
</table>
| Each week, business teams meet to provide status updates to the entire Company, review priorities, and accomplish tasks to meet Company goals and objectives. | **Marketing, Management and Entrepreneurship**  
MF8.a.13.h Form a business to produce, distribute, promote, and sell a product, service or idea.  
MF9.d.16.h Develop and/or provide product/service. | Grades 9-10  
RL19-10.1  
W9-10.4-7  
SL9-10.1-2  
SL9-10.4-6  
L9-10.1-2  
L9-10.4 | Grades 9-10  
RH.1  
RH.2  
RH.9 |
| **Objectives:** | **ACP World of Work and Labor Market**  
**Learn which different “soft skills” are needed for different pathways, and which are most crucial.** | Grades 11-12  
RL11-12.1  
RL11-12.4  
W11-12-2.4  
W11-12-5.6  
SL11-12.1-2  
SL11-12.1-2  
L11-12.1-2  
L11-12.6 | Grades 11-12  
RH.1  
RH.2  
RH.9 |
| The students will: | | | |
| • Practice business communication and implementation.  
• Practice task prioritization.  
• Practice follow-through.  
• Submit important information.  
• Practice problem solving | | | |
<table>
<thead>
<tr>
<th>Session Details</th>
<th>WI Academic Standards</th>
<th>Common Core ELA</th>
<th>Literacy in History/Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic: Capitalization</strong></td>
<td><strong>Marketing, Management and Entrepreneurship</strong></td>
<td><strong>Grades 9-10</strong></td>
<td><strong>Grades 9-10</strong></td>
</tr>
<tr>
<td>Independently or in groups, members examine types of capitalization and practice the art of the pitch for future start-up capital.</td>
<td>MF9.c.6.h Describe processes used to acquire adequate resources for venture creation/start up. MF9.c.7.h Develop proposals to obtain financial support for a school-based enterprise and/or student organization. MF9.c.8.h Generate capital resources and support from financial institutions and local community.</td>
<td>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</td>
<td>RH.1 RH.2 RH.4 whST.2 whST.4-9</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Grades 11-12</strong></td>
<td></td>
<td><strong>Grades 11-12</strong></td>
</tr>
<tr>
<td>The students will:</td>
<td>RL.11-12.1 RL.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</td>
<td>RL.11-12.1 RL.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</td>
<td>RH.1 RH.2 RH.4 whST.2 whST.4-9</td>
</tr>
<tr>
<td>• Explore sources of capital.</td>
<td><strong>ACP Financial Knowledge</strong></td>
<td></td>
<td><strong>Grades 11-12</strong></td>
</tr>
<tr>
<td>• Consider which sources of capital might be used for the Company.</td>
<td>• Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., Return on Investment (ROI) of financial choices.</td>
<td>RL.11-12.1 RL.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</td>
<td>RH.1 RH.2 RH.4 whST.2 whST.4-9 whST.7-9</td>
</tr>
<tr>
<td>• Learn pitch ideas for building capital or obtaining funding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Present a pitch.</td>
<td><strong>ACP Academic and Career Preparation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.</td>
<td><strong>Grades 9-10</strong></td>
<td><strong>Grades 9-10</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>RL.9-10.1-2 RL.9-10.4 SL.9-10.1-4 L.9-10.1-2</td>
<td>RH.1 RH.2 RH.4 RH.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Grades 11-12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RL.11-12.1 RL.11-12.4 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</td>
<td>RL.11-12.1 RL.11-12.4 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</td>
<td>RH.1 RH.2 RH.4 RH.8</td>
</tr>
</tbody>
</table>
### JA Company Program

#### Session Details | WI Academic Standards | Common Core ELA | Literacy in History/Social Studies
--- | --- | --- | ---

### Topic: Marketing
Independently or in groups, members explore marketing through a virtual job shadow of top professionals from across the country.

**Objectives:**
- 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.

Marketing, Management and Entrepreneurship
- MF9.c.9 Assess a component of a school-based enterprise and determine the future.
- MF6.c.2 Identify the company’s brand promise.
- MF6.c.3 Determine ways of reinforcing the company’s image through employee performance.
- MF7.c.6 Explain the use of market research information in professional selling.

Grades 9-10
- RI.9-10.1
- SL.9-10.1
- L.9-10.1
- L.9-10.4

Grades 11-12
- RI.11-12.1
- W.11-12.6
- SL.11-12.1-2
- SL.11-12.4-5
- L.11-12.1-2
- L.11-12.6

### Topic: Sales
Independently or in groups, members practice sales techniques through a video blog.

**Objectives:**
- Understand tips for sales success.
- Create a video blog entry about a product or service to practice these tips.

Marketing, Management and Entrepreneurship
- MF6.a.9 Evaluate the impact of positive customer relations on a real sales activity.
- MF6.a.10 Demonstrate a customer-service mindset in a school-based enterprise.
- MF7.b.7 Use acquired product information in a sales situation.
- MF7.b.9 Show and tell the main features and benefits of a product/service.
- MF7.c.10 Determine sales strategies.

ACP World of Work and Labor Market
- Learn which different "soft skills" are needed for different pathways, and which are most crucial.

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

Grades 11-12
- RI.11-12.1
- W.11-12.4
- SL.11-12.1
- L.11-12.1-2
- L.11-12.6

### Topic: Supply Chain
Independently or in groups, members explore the basic supply chain and examine quality control techniques.

**Objectives:**
- 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.

Marketing, Management and Entrepreneurship
- MF9.d.19 Adapt to changes in business environment.
- MF10.g.4 Explain the nature and scope of purchasing.
- MF10.g.6 Place orders/reorders.
- MF10.g.7 Maintain inventory of supplies for a school-based enterprise.
- MF10.g.8 Select vendors for products and services for a school-based enterprise.

ACP World of Work and Labor Market
- Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.

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

Grades 11-12
- RI.11-12.1
- W.11-12.4
- SL.11-12.1
- L.11-12.1-2
- L.11-12.6
### Meeting Twelve: Liquidate the Company
Students conclude remaining company business operations, liquidate the Company, and decide what to do with the profits.

**Objectives:**
The students will:
- Explain and follow the liquidation process.
- Complete business closing and liquidation tasks, including recordkeeping.
- Create an annual report.

**Marketing, Management and Entrepreneurship**
- MF9.e.11.h Develop exit strategies.

**ACP Financial Knowledge**
- Summarize how financial concepts relate to personal goals and vision for the future.

**Career Exploration**
- Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.

**Literacy in History/Social Studies**

<table>
<thead>
<tr>
<th>Grades 9-10</th>
<th>RI-9-10.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-10</td>
<td>RI-9-10.4</td>
</tr>
<tr>
<td>Grades 11-12</td>
<td>RI-11-12.1</td>
</tr>
<tr>
<td>Grades 11-12</td>
<td>RI-11-12.4</td>
</tr>
<tr>
<td>Grades 9-10</td>
<td>W-9-10.2</td>
</tr>
<tr>
<td>Grades 9-10</td>
<td>W-9-10.4</td>
</tr>
<tr>
<td>Grades 9-10</td>
<td>SL-9-10.1-4</td>
</tr>
<tr>
<td>Grades 11-12</td>
<td>L-9-10.1-2</td>
</tr>
<tr>
<td>Grades 9-10</td>
<td>L-9-10.4</td>
</tr>
</tbody>
</table>

### Meeting Thirteen: Create a Personal Action Plan
Students create their own personal action plan using the knowledge and experience gained throughout the program.

**Objectives:**
The students will:
- Understand the importance of networking.
- Complete a personal action plan.
- Explore potential career options.

**Marketing, Management and Entrepreneurship**
- MF9.e.9.h Assess a component of a school-based enterprise and determine the future.

**ACP Self Awareness**
- Identify evidence that relates to the information identified in inventories.
- Apply skills to vision development, goal setting, and creation of an ACP.
- Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs.
- Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan.

**Career Exploration**
- Take age-appropriate inventories and assessments for career exploration and reflect on the results.
- Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.
## JA Economics-Kit based

<table>
<thead>
<tr>
<th>Topic Descriptions</th>
<th>Key Learning Objectives</th>
<th>WI Academic Standards</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Topic One: Introduction to Economics**  
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. | **Objectives:**  
The students will be able to:  
- 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 | **Social Studies**  
SS.Econ1.a.h  
SS.Econ3.a.h  
SS.Econ4.a.h  
SS.Econ4.b.h  
**Personal Financial Literacy**  
F.12.1.1  
F.12.4.3 | **Grades 9–10**  
RL.9-10.2  
RL.9-10.4  
RL.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  
**Grades 11–12**  
RL.11-12.2  
RL.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  
**Reading and Writing for History and Social Studies**  
**Grades 9–10**  
CC.8.5.9-10.A,B  
CC.8.5.9-10.C-E  
CC.8.6.9-10.A-C  
CC.8.6.9-10.F,H  
**Grades 11–12**  
CC.8.5.11-12.A-D  
CC.8.5.11-12.I  
CC.8.6.11-12.A-C  
CC.8.6.11-12.F,H | NA |
<table>
<thead>
<tr>
<th>Topic Descriptions</th>
<th>Key Learning Objectives</th>
<th>WI Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Topic Two: Supply, Demand, Market Prices, and the Consumer** | **Objectives:**  
The students will be able to:  
- 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 decisions  
- Describe advantages and disadvantages of using credit  
- Explain how consumer interests are protected in our economy | Social Studies  
SS.Econ1.b.h  
SS.Econ2.a.h  
SS.Econ2.b.h  
**Personal Financial Literacy**  
A.12.1.1  
A.12.1.2  
A.12.2.1  
A.12.2.2  
A.12.3.1  
A.12.3.2  
A.12.4.1  
A.12.4.3  
B.12.1.1  
B.12.1.2  
B.12.2.1  
B.12.2.2  
B.12.3.2  
B.12.3.3  
B.12.4.1  
C.12.1.1  
C.12.2.3  
C.12.2.4  
C.12.4.2  
C.12.5.3  
C.12.6.2  
D.12.1.1  
D.12.1.3  
D.12.2.3  
D.12.3.4  
D.12.4.1  
D.12.5.1  
E.12.1.1  
E.12.2.1  
E.12.3.1  
E.12.5.1  
E.12.6.2  
F.12.1.1  
F.12.3.2  
F.12.3.3  
G.12.1.1  
G.12.1.2  
G.12.1.3  | 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  | Grades 11–12  
RL.11-12.2  
RL.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  | **Grades 11–12**  
CC.8.5.9-10.A-E  
CC.8.6.9-10.A-C  
CC.8.6.9-10. F,H  
**Reading and Writing for History and Social Studies**  
**Grades 9–10**  
CC.8.5.11-12.A-D,1  
A-SSE.3  
Statistics and Probability  
S-IC.1  
S-IC.3  
S-IC.6  
**Mathematical Practices**  
1-8  
**Reading and Writing for History and Social Studies**  
**Grades 9–10**  
CC.8.5.11-12.A-D,1  
CC.8.6.11-12.A-C,F,H  
**Mathematical Practices**  
1-8
### Topic Three: Businesses and Their Resources

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.

#### Objectives:
The students will be able to:

- 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 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 what influenced their growth
- 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

#### Key Learning Objectives

- **Social Studies**
  - SS.Econ1.a.h
  - SS.Econ3.a.h
  - SS.Econ2.c.h
  - SS.Econ3.c.h

- **Personal Financial Literacy**
  - A.12.1.1
  - A.12.2.1
  - B.12.3.1
  - C.12.2.1
  - C.12.3.3
  - C.12.6.2
  - D.12.1.2
  - D.12.1.3
  - D.12.2.3
  - D.12.3.1
  - D.12.3.2
  - D.12.4.1
  - D.12.5.1
  - E.12.2.2
  - E.12.6.2
  - F.12.1.1
  - F.12.1.2
  - F.12.3.1
  - F.12.3.2
  - F.12.4.4
  - F.12.4.5

- **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

- **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

- **Reading and Writing for History and Social Studies**
  - Grades 9–10
    - CC.8.5.9-10.A-E
    - CC.8.6.9-10.A-C
    - CC.8.6.9-10.F,H
  - Grades 11–12
    - CC.8.5.11-12.A-D
    - CC.8.5.11-12.I
    - CC.8.6.11-12.A-C
    - CC.8.6.11-12.F,H

### Standards

#### ALA

- A-SSE.3
- A-REI.1
- A-REI.3

#### Statistics

- S-IC.1
- S-IC.3
- S-IC.6

#### Mathematical Practices

- 1-8

---

© Junior Achievement USA®
## Topic Four: Government, Banking, and Economic Stability

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.

### Objectives:

The students will be able to:
- 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.

### Key Learning Objectives

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.Econ3.b.h</td>
<td>RI.9–10.2</td>
</tr>
<tr>
<td>SS.Econ4.b.h</td>
<td>RI.9–10.4</td>
</tr>
<tr>
<td>SS.Econ4.c.h</td>
<td>RI.9–10.8</td>
</tr>
<tr>
<td>SS.Econ4.d.h</td>
<td>W.9–10.2</td>
</tr>
<tr>
<td>SS.Econ4.4</td>
<td>W.9–10.4</td>
</tr>
<tr>
<td>SS.Econ4.1</td>
<td>W.9–10.7–8</td>
</tr>
<tr>
<td>SS.Econ4.3</td>
<td>SL.9–10.1–4</td>
</tr>
<tr>
<td>SS.Econ4.4</td>
<td>SL.9–10.6</td>
</tr>
<tr>
<td>SS.Econ4.1</td>
<td>L.9–10.1–2</td>
</tr>
<tr>
<td>SS.Econ4.3</td>
<td>L.9–10.4</td>
</tr>
<tr>
<td>SS.Econ4.5</td>
<td>L.9–10.6</td>
</tr>
</tbody>
</table>

### Personal Financial Literacy

<table>
<thead>
<tr>
<th>Grades 9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9–10.2</td>
</tr>
<tr>
<td>RI.9–10.4</td>
</tr>
<tr>
<td>RI.9–10.8</td>
</tr>
<tr>
<td>W.9–10.2</td>
</tr>
<tr>
<td>W.9–10.4</td>
</tr>
<tr>
<td>W.9–10.7–8</td>
</tr>
<tr>
<td>SL.9–10.1–4</td>
</tr>
<tr>
<td>SL.9–10.6</td>
</tr>
<tr>
<td>L.9–10.1–2</td>
</tr>
<tr>
<td>L.9–10.4</td>
</tr>
<tr>
<td>L.9–10.6</td>
</tr>
</tbody>
</table>

### Grades 11–12

<table>
<thead>
<tr>
<th>Grades 11–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.11–12.2</td>
</tr>
<tr>
<td>RI.11–12.4</td>
</tr>
<tr>
<td>W.11–12.2</td>
</tr>
<tr>
<td>W.11–12.4</td>
</tr>
<tr>
<td>W.11–12.7–8</td>
</tr>
<tr>
<td>SL.11–12.1–4</td>
</tr>
<tr>
<td>SL.11–12.6</td>
</tr>
<tr>
<td>L.11–12.1–4</td>
</tr>
<tr>
<td>L.11–12.6</td>
</tr>
</tbody>
</table>

### Reading and Writing for History and Social Studies

<table>
<thead>
<tr>
<th>Grades 9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.8.5.9–10.A-E</td>
</tr>
<tr>
<td>CC.8.6.9–10.A-C</td>
</tr>
<tr>
<td>CC.8.6.9–10.F,H</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades 11–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.8.5.11–12.A-D</td>
</tr>
<tr>
<td>CC.8.5.11–12.I</td>
</tr>
<tr>
<td>CC.8.6.11–12.A-C</td>
</tr>
<tr>
<td>CC.8.6.11–12.F,H</td>
</tr>
</tbody>
</table>
### Topic Description

**Topic Five: The Global Economy**

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.

### Key Learning Objectives

**Objectives:**

The students will be able to:

- 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

### Social Studies

<table>
<thead>
<tr>
<th>Grades 9–10</th>
<th>RI.9-10.2</th>
<th>RI.9-10.4</th>
<th>RI.9-10.8</th>
<th>W.9-10.2</th>
<th>W.9-10.4</th>
<th>W.9-10.7-8</th>
<th>SL.9-10.1-4</th>
<th>SL.9-10.6</th>
<th>L.9-10.1-2</th>
<th>L.9-10.4</th>
<th>L.9-10.6</th>
</tr>
</thead>
</table>

### Personal Financial Literacy

<table>
<thead>
<tr>
<th>Grades 11–12</th>
<th>RI.11-12.2</th>
<th>RI.11-12.4</th>
<th>W.11-12.2</th>
<th>W.11-12.4</th>
<th>W.11-12.7-8</th>
<th>SL.11-12.1-4</th>
<th>SL.11-12.6</th>
<th>L.11-12.1-4</th>
<th>L.11-12.6</th>
</tr>
</thead>
</table>

### Common Core ELA

**Reading and Writing for History and Social Studies**

**Grades 9–10**

- CC.8.5.9-10.A-E
- CC.8.6.9-10.A-C
- CC.8.6.9-10.F,H

**Grades 11–12**

- CC.8.5.11-12.A-D
- CC.8.5.11-12.I
- CC.8.6.11-12.A-C
- CC.8.6.11-12.F,H

### Common Core Math

- Statistics S-IC.6
- Mathematical Practices 1-2 6-8
### Session Descriptions

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines how the economic system a society uses for production, distribution, and consumption of goods and services significantly affects the individuals in that society.</td>
<td>Illustrates the impact of supply and demand on the economy by participating in an economic situation using real-life examples.</td>
</tr>
</tbody>
</table>

#### Objectives:

- 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.
- Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality.

---

<table>
<thead>
<tr>
<th>Economics</th>
<th>Academic and Career Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.Econ4.a.h Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events.</td>
<td><strong>Grades 9–10</strong> 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</td>
</tr>
<tr>
<td>SS.Econ.2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market). SS.Econ2.b.h Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.</td>
<td><strong>Grades 11–12</strong> 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</td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>WI Academic Standards</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Session Three: Supply and Demand—The JA Market Game</strong></td>
<td>Economics</td>
</tr>
<tr>
<td>Demonstrate the interaction of supply and demand and how market forces affect the prices of products. <strong>Objectives:</strong> The students will be able to: • 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</td>
<td>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market). SS.Econ2.b.h Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.</td>
</tr>
<tr>
<td><strong>Session Four: Saving, Spending, and Investing</strong></td>
<td>Economics</td>
</tr>
<tr>
<td>Explores concepts related to consumers, savers, and investors, including how wealth increases in different saving and investing options, and compares the characteristics, risks, and rewards of several options. <strong>Objectives:</strong> The students will be able to: • 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</td>
<td>SS.Econ3.b.h Evaluate the structure and functions of money in the United States, including the role of interest rates. <strong>Personal Financial Literacy</strong> D.12.1.3 Identify and assess various means of building wealth. D.12.2.1 Demonstrate the use of financial services and products to achieve personal financial goals. D.12.2.3 Differentiate between various investment products. D.12.2.4 Select appropriate financial services and products based on evaluation of service/product information. D.12.3.3 Describe the processes and vehicles for buying and selling investments. D.12.3.4 Compare the risk, return, and liquidity of various investment alternatives. G.12.1.1 Analyze risk vs. benefit in various financial situations.</td>
</tr>
</tbody>
</table>

© Junior Achievement USA®
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>WI Academic Standards</th>
<th>WI ACP Components</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session Five: Government’s Role in the Market</td>
<td><strong>Economics</strong></td>
<td><strong>Academic and Career Preparation</strong></td>
<td>Grades 9–10</td>
</tr>
<tr>
<td>Analyzes 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.</td>
<td>SS.Econ3.b.hEvaluate the structure and functions of money in the United States, including the role of interest rates. SS.Econ4.c.hEvaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). SS.Econ4.d.hEvaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living.</td>
<td>• Student-determined self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum.</td>
<td>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</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td><strong>Personal Financial Literacy</strong></td>
<td><strong>Session Descriptions</strong></td>
<td>Grades 11–12</td>
</tr>
<tr>
<td>• Categorize public versus private goods, and explain why governments intervene in the economy by providing public goods</td>
<td>D.12.3.2 Explain how government agencies regulate financial markets, where they do and do not protect investors, and other roles they may play in the financial industry</td>
<td>RI.11-1.2 RI.11-1.4 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</td>
<td>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</td>
</tr>
<tr>
<td>• Express why individuals and businesses pay taxes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Analyze the impact of the government’s role in protecting private property</td>
<td><strong>Session Six: Money, Inflation, and the CPI</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>SS.Econ3.a.h Use economic indicators to analyze the current and future state of the economy. SS.Econ4.d.hEvaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living.</td>
<td><strong>Academic and Career Preparation</strong></td>
<td>Grades 9–10</td>
</tr>
<tr>
<td>Focuses on 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.</td>
<td><strong>Personal Financial Literacy</strong></td>
<td>• Instruction in crafting appropriate communications is integrated throughout the curriculum.</td>
<td>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</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>D.12.3.3 Describe the processes and vehicles for buying and selling investments.</td>
<td><strong>Session Six: Money, Inflation, and the CPI</strong></td>
<td>Grades 11-12</td>
</tr>
<tr>
<td>• 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</td>
<td></td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>• Explain and calculate how the Consumer Price Index (CPI) measures consumer prices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognize that inflation can impair a market economy by affecting consumer confidence and funds available for investment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>WI Academic Standards</td>
<td>WI ACP Components</td>
<td>Common Core ELA</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------</td>
<td>-------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| **Session Seven: International Trade**  
Compares trade policies and the global economy based on the increased utility (satisfaction) of International trade.  
**Objectives:**  
The students will be able to:  
- Describe the significance of international trade  
- Analyze the impact of trade on national and international utility  | **Economics**  
SS.Econ4.d.h Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living.  
S.Econ4.e.h Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies  
Analyze the role of comparative advantage in international trade of goods and services.  | **Academic and Career Preparation**  
- Group work and instruction in effective collaboration, communication and leadership skills are integrated throughout the curriculum.  | **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  
**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 |
## Session One: Before the Hunt

**Objective:**
- Students are introduced to the JA Job Shadow 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.

**Objectives:**
- The students will be able to:
  - Recognize career clusters that match their skills and interests
  - Demonstrate self-awareness of their soft skills in work scenarios

<table>
<thead>
<tr>
<th>WI Academic Standards</th>
<th>WI ACP Guidelines</th>
<th>Common Core Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Financial Literacy</td>
<td>World of Work &amp; Labor Market</td>
<td>RI.9-10.1, SL.9-10.1, L.9-10.4, RI.11-12.1, SL.11-12.1, L.11-12.4</td>
</tr>
<tr>
<td>A.12.1.1 Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</td>
<td>• Learn about the &quot;soft skills&quot; that employers most prize in prospective employees</td>
<td></td>
</tr>
<tr>
<td>A.12.2.1 Understand and critique sources of income and resources available that may substitute for income.</td>
<td>• Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required.</td>
<td></td>
</tr>
<tr>
<td>A.12.2.2 Describe alternatives to increasing income by displaying factors related to income and benefits.</td>
<td>• Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.</td>
<td></td>
</tr>
<tr>
<td>A.12.3.2 Understand and display the relationship of career-income-lifestyle.</td>
<td>• Identify the education and training requirements to pursue careers in their career cluster and pathway of interest.</td>
<td></td>
</tr>
</tbody>
</table>

## Session Two: Perfect Match

**Objective:**
- 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.

**Objectives:**
- The students will be able to:
  - Review methods of identifying job openings
  - Demonstrate professional interviewing skills
  - Express expectations for the upcoming site visit

<table>
<thead>
<tr>
<th>WI Academic Standards</th>
<th>WI ACP Guidelines</th>
<th>Common Core English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.12.1.1 Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</td>
<td>• Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills.</td>
<td></td>
</tr>
<tr>
<td>A.12.2.1 Understand and critique sources of income and resources available that may substitute for income.</td>
<td>• Receive instruction in effective collaboration, communication, and leadership skills, including giving and receiving constructive feedback, inclusion, and conflict resolution.</td>
<td></td>
</tr>
<tr>
<td>Personal Financial Literacy</td>
<td>World of Work &amp; Labor Market</td>
<td></td>
</tr>
<tr>
<td>A.12.3.2 Understand and display the relationship of career-income-lifestyle.</td>
<td>• Explore postsecondary opportunities for gaining technical skills.</td>
<td></td>
</tr>
<tr>
<td>A.12.3.3 Take informed and responsible action to address significant personal financial literacy questions/issues.</td>
<td>• Use general career pathway information to identify careers of interest.</td>
<td></td>
</tr>
<tr>
<td>A.12.5.4 Project and substantiate the role of philanthropy, volunteer service, and charities in community development and quality of life.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Session Three: Get Hired–Collaboration and Creativity

**Objective:**
- Students reflect on what they learned, and practice business communication by composing a thank-you note. They create one of four career preparation tools: career assessment, elevator pitch, resume, or infographic profile.

**Objectives:**
- The students will be able to:
  - Evaluate personal priorities based on their site visit experience
  - Showcase identified skills
  - Apply program knowledge to at least one of four career preparation tools: career assessment, elevator pitch, resume, or infographic profile

<table>
<thead>
<tr>
<th>WI Academic Standards</th>
<th>WI ACP Guidelines</th>
<th>Common Core Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.12.3.2 Apply cost-benefit and opportunity-cost analysis, information processing, and essential reasoning skills to address significant questions/issues.</td>
<td>• Understand the relevance of current studies and activities to their career of interest.</td>
<td></td>
</tr>
<tr>
<td>F.12.3.3 Take informed and responsible action to address significant personal financial literacy questions/issues.</td>
<td>• Engage in career fairs, field trips, job shadowing opportunities, and other school-provided career exploration opportunities.</td>
<td></td>
</tr>
<tr>
<td>F.12.5.4 Project and substantiate the role of philanthropy, volunteer service, and charities in community development and quality of life.</td>
<td>• Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth.</td>
<td></td>
</tr>
<tr>
<td>Personal Financial Literacy</td>
<td>World of Work &amp; Labor Market</td>
<td></td>
</tr>
<tr>
<td>F.12.3.4 Project and substantiate the role of philanthropy, volunteer service, and charities in community development and quality of life.</td>
<td>• Develop effective tools for job seeking including resumes, job applications, cover letters, and interview skills.</td>
<td></td>
</tr>
</tbody>
</table>
## Session Descriptions

### Session One: Earning, Employment, and Income

Students learn that healthy personal finances take planning and managing. Students begin to analyze the financial implications of educational and career choices as a basis for understanding the relationship between earnings and personal finance.

**Objectives:**

The students will be able to:

- Define a relationship between educational choices, career prospects, and job satisfaction.
- Cite evidence to support the relationship between educational choices and earning potential.
- Recognize that education and training affect lifetime income.

**Personal Financial Literacy**

A.12.1.1 Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

A.12.3.2 Understand and display the relationship of career–income–lifestyle.

**ACP Components Career Exploration**

- Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest.

**World of Work and Labor Market**

- Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required.

**WI Academic Standards**

- Grades 9-10 Reading for Information 9-10.RL.4
- 9-10.RL.6
- Writing 9-10.W.2.7
- Speaking and Listening 9-10.SL.1
- 9-10.SL.2
- 9-10.SL.3

**Common Core English Language Arts**

- Grades 11-12 Reading for Information 11-12.RL.4
- Writing 11-12.W.4
- Speaking and Listening 11-12.SL.1
- 11-12.SL.2
- 11-12.SL.3

### Session Two: Budgeting

Students investigate the importance of budgeting and how to plan for staying within a budget.

**Objectives:**

The students will be able to:

- Recognize the importance of making and keeping a budget or spending plan.
- Consider the wide range of expenditures that might make up a monthly budget.

**Personal Financial Literacy**

A.12.3.1 Develop a plan to designate how income affects decisions to purchase and spend.

B.12.1.1 Apply various money management strategies to authentic situations and predict results over time.

**ACP Academic and Career Preparation**

- Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.

**Self-awareness**

- Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan.

**WI Academic Standards**

- Grades 9-10 Reading for Information 9-10.RL.4
- 9-10.RL.6
- Writing 9-10.W.7 ELO
- Speaking and Listening 9-10.SL.1
- 9-10.SL.2
- 9-10.SL.3
- 9-10.SL.4

**Common Core English Language Arts**

- Grades 11-12 Reading for Information 11-12.RL.4
- Writing 11-12.W.7 ELO
- Speaking and Listening 11-12.SL.1
- 11-12.SL.2
- 11-12.SL.3

### Session Three: Savings

Students analyze the role that saving plays in their personal finances. They recognize that having a healthy savings plan in necessary in all phases of life, but is especially critical for big-ticket items and emergencies.

**Objectives:**

The students will be able to:

- Recognize high-dollar items and unexpected costs that require savings.
- Review key concepts related to successfully saving money.

**Personal Financial Literacy**

B.12.2.1 Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.

**ACP Financial Knowledge**

- Summarize how financial concepts relate to personal goals and vision for the future.

**World of Work and Labor Market**

- Compare postsecondary options based on an analysis of up-front training costs, salary expected in desired career, to personal long term financial goals.

**WI Academic Standards**

- Grades 9-10 Reading for Information 9-10.RL.4
- 9-10.RL.6
- Writing 9-10.W.7 ELO
- Speaking and Listening 9-10.SL.1
- 9-10.SL.2
- 9-10.SL.3
- 9-10.SL.4
- Language 9-10.L.1
- 9-10.L.4

**Common Core English Language Arts**

- Grades 11-12 Reading for Information 11-12.RL.4
- Writing 11-12.W.4
- Speaking and Listening 11-12.SL.1
- 11-12.SL.2
- 11-12.SL.3
- Language 11-12.L.1
- 11-12.L.2
- 11-12.L.3
- 11-12.L.4

© Junior Achievement USA®
### Session Four: Credit and Debt

Students explore the importance of credit and identify the outcomes of wise and poor uses of credit. Students role-play as lenders to evaluate risk and make decisions about giving credit.

**Objectives:**
The students will:
- Differentiate between credit and debt.
- Recognize the factors that affect an individual’s credit score and credit history.
- Recognize the consequences of a low credit score.

**Personal Financial Literacy**
- B.12.2.2 Describe and calculate interest and fees applied to various forms of spending, debt, and saving.
- C.12.1.1 Compare the benefits and costs of spending decisions.
- C.12.2.2 Evaluate information about products and services.
- C.12.2.2 Assess strategies of debt and credit management.
- C.12.2.3 Explain credit.

**ACP Financial Knowledge**
- Interpret knowledge of financial topics as they relate to the creation of a plan for personal finances and costs of postsecondary education and training options.

<table>
<thead>
<tr>
<th>WI Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 9-10</strong></td>
<td><strong>Grades 11-12</strong></td>
</tr>
<tr>
<td>Reading for Information 9-10.RI.4</td>
<td>Reading for Information 11-12.RI.4</td>
</tr>
<tr>
<td>Writing 9-10.W.7 ELO</td>
<td>Writing 11-12.W.7 ELO</td>
</tr>
<tr>
<td>Speaking and Listening 9-10.SL.1</td>
<td>Speaking and Listening 11-12.SL.1</td>
</tr>
<tr>
<td>9-10.SL.2</td>
<td>11-12.SL.2</td>
</tr>
<tr>
<td>9-10.SL.3</td>
<td>11-12.SL.3</td>
</tr>
<tr>
<td>9-10.SL.4</td>
<td>11-12.SL.3</td>
</tr>
<tr>
<td>Language 9-10.L.1</td>
<td>Language 11-12.L.1</td>
</tr>
<tr>
<td>9-10.L.4</td>
<td>11-12.L.2</td>
</tr>
<tr>
<td>11-12.L.3.4</td>
<td></td>
</tr>
</tbody>
</table>

### Session Five: Consumer Protection

Students investigate factors that may pose a threat to their finances and learn ways they can protect themselves through vigilance and making smart choices.

**Objectives:**
The students will:
- Identify behaviors that may harm their personal finances.
- Recognize ways to protect their finances.
- Define credit report
- Summarize the rights people have to examine their credit reports.
- Define identity theft and propose solutions to identity theft

**Personal Financial Literacy**
- C.12.4.1 Explain how a “credit score” is used.
- C.12.4.2 Explain factors that affect credit worthiness and the purpose of credit records.
- C.12.4.3 Apply strategies to avoid or correct credit problems.

**ACP Academic and Career Preparation**
- Receive instruction in crafting appropriate communications with different purposes/audiences.
### Session Six: Smart Shopping

**Students explore making informed purchasing decisions to maximize their buying power. They work in groups to compare prices in a simulated shopping experience.**

**Objectives:**

- Identify the factors necessary for making an informed purchase
- Compare and contrast prices and data when making a purchase decision
- Calculate savings gained through smart shopping

**ACP Academic and Career Preparation**

- Have opportunities to engage in student-determined self-directed and group inquiry-based and problem-solving activities.

**Personal Financial Literacy**

- E.12.1.1 Compare and contrast individual differences and influences on consumer decisions related to money.
- E.12.2.1 Evaluate the influence of advertising and the media on decision making and spending.

**WI Academic Standards**

<table>
<thead>
<tr>
<th>Grades 9-10</th>
<th>Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for Information 9-10.RI.4</td>
<td>Reading for Information 11-12.RI.4</td>
</tr>
<tr>
<td>Speaking and Listening 9-10.SL.1</td>
<td>Speaking and Listening 11-12.SL.1</td>
</tr>
<tr>
<td>9-10.SL.2</td>
<td>11-12.SL.2</td>
</tr>
<tr>
<td>9-10.SL.3</td>
<td>11-12.SL.3</td>
</tr>
<tr>
<td>9-10.SL.4</td>
<td>Language 11-12.L.1.1</td>
</tr>
<tr>
<td>Language 9-10.L.1.1</td>
<td>Language 11-12.L.1.1</td>
</tr>
</tbody>
</table>

**Common Core ELA**

<table>
<thead>
<tr>
<th>Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing 11-12.W.7.ELO</td>
</tr>
<tr>
<td>Speaking and Listening 11-12.SL.1</td>
</tr>
<tr>
<td>11-12.SL.2</td>
</tr>
<tr>
<td>11-12.SL.3</td>
</tr>
<tr>
<td>11-12.SL.4</td>
</tr>
<tr>
<td>Language 11-12.L.1.1</td>
</tr>
</tbody>
</table>

### Session Seven: Risk Management

**Students explore risks that can lead to financial loss and practice applying appropriate risk management strategies in scenarios.**

**Objectives:**

- Recognize risk of financial loss as an everyday reality for everyone.
- Recognize risk management strategies and apply them appropriately.
- Understand the role of personal responsibility in preventing financial loss.

**Personal Financial Literacy**

- E.12.5.1 Evaluate how fraudulent activities affect consumers and the creation of laws.
- E.12.5.2 Analyze and apply multiple sources of financial information when making consumer decisions.
- G.12.1.1 Analyze risk vs. benefit in various financial situations.

**WI Academic Standards**

<table>
<thead>
<tr>
<th>Grades 9-10</th>
<th>Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading for Information 9-10.RI.4</td>
<td>Reading for Information 11-12.RI.4</td>
</tr>
<tr>
<td>Speaking and Listening 9-10.SL.1</td>
<td>Speaking and Listening 11-12.SL.1</td>
</tr>
<tr>
<td>9-10.SL.2</td>
<td>11-12.SL.2</td>
</tr>
<tr>
<td>9-10.SL.3</td>
<td>11-12.SL.3</td>
</tr>
<tr>
<td>9-10.SL.4</td>
<td>Language 11-12.L.1.1</td>
</tr>
<tr>
<td>Language 9-10.L.1.1</td>
<td>Language 11-12.L.1.1</td>
</tr>
</tbody>
</table>

**Common Core ELA**

<table>
<thead>
<tr>
<th>Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing 11-12.W.7.ELO</td>
</tr>
<tr>
<td>Speaking and Listening 11-12.SL.1</td>
</tr>
<tr>
<td>11-12.SL.2</td>
</tr>
<tr>
<td>11-12.SL.3</td>
</tr>
<tr>
<td>11-12.SL.4</td>
</tr>
<tr>
<td>Language 11-12.L.1.1</td>
</tr>
</tbody>
</table>

### Session Eight: Investing

**Students explore investing and work in groups to simulate evaluating investments with different levels of risk and reward.**

**Objectives:**

- Understand the role of compound interest in the growth of wealth over time.
- Recognize that investment options carry different levels of risk and reward.
- Analyze the risk tolerances for different investment strategies.

**Personal Financial Literacy**

- D.12.1.1 Evaluate the effect of "compounding" earned interest.
- D.12.1.3 Identify and assess various means of building wealth.
- D.12.2.3 Differentiate between various investment products.
- D.12.2.4 Select appropriate financial services and products based on evaluation of service/product information.
- D.12.3.4 Compare the risk, return, and liquidity of various investment alternatives.
- E.12.6.2 Evaluate the benefits and risks of various products.

**ACP Components Financial Knowledge**

- Interpret knowledge of financial topics as they relate to the creation of a plan for personal finances and costs of postsecondary education and training options.
- Summarize how financial concepts relate to personal goals and vision for the future.
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>WI Academic Standards</th>
<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: How Much? How Many?</strong>&lt;br&gt;Students explore how price and production can affect business performance.</td>
<td><strong>Social Studies</strong>&lt;br&gt;SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.&lt;br&gt;SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.&lt;br&gt;SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.&lt;br&gt;SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.</td>
<td>Grades 9-10&lt;br&gt;RI.9-10.2.4,8&lt;br&gt;W.9-10.2,4&lt;br&gt;W.9-10.7-8&lt;br&gt;SL.9-10.1-4&lt;br&gt;SL.9-10.6&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4,6</td>
<td><strong>Personal Financial Literacy</strong>&lt;br&gt;A.12.1.1&lt;br&gt;B.12.1.1&lt;br&gt;F.12.3.2</td>
</tr>
<tr>
<td><strong>Session Two: How Much? How Many?—The Simulation</strong>&lt;br&gt;Students make decisions about price and production levels using the JA Titan computer simulation.</td>
<td><strong>Social Studies</strong>&lt;br&gt;SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.&lt;br&gt;SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.&lt;br&gt;SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.&lt;br&gt;SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.</td>
<td>Grades 9-10&lt;br&gt;RI.9-10.2.4,8&lt;br&gt;W.9-10.2,4&lt;br&gt;W.9-10.7-8&lt;br&gt;SL.9-10.1-4&lt;br&gt;SL.9-10.6&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4,6</td>
<td><strong>Statistics and Probability</strong>&lt;br&gt;S-IC.1&lt;br&gt;S-IC.3&lt;br&gt;S-IC.6&lt;br&gt;<strong>Personal Financial Literacy</strong>&lt;br&gt;A.12.1.1&lt;br&gt;B.12.1.1&lt;br&gt;F.12.3.2</td>
</tr>
<tr>
<td><strong>Session Three: Cutting Edge</strong>&lt;br&gt;Students design a marketing plan.</td>
<td><strong>Social Studies</strong>&lt;br&gt;SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.&lt;br&gt;SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.&lt;br&gt;SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.</td>
<td>Grades 9-10&lt;br&gt;RI.9-10.2.4,8&lt;br&gt;W.9-10.2,4&lt;br&gt;W.9-10.7-8&lt;br&gt;SL.9-10.1-4&lt;br&gt;SL.9-10.6&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4,6</td>
<td><strong>Statistics and Probability</strong>&lt;br&gt;S-IC.1&lt;br&gt;<strong>Personal Financial Literacy</strong>&lt;br&gt;A.12.1.1&lt;br&gt;B.12.1.1&lt;br&gt;D.12.5.1&lt;br&gt;E.12.2.1&lt;br&gt;F.12.3.2</td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>WI Academic Standards</td>
<td>Common Core ELA</td>
<td>Common Core Math</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| **Session Four: Cutting Edge–The Simulation** | Social Studies  
SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.  
SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.  
SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices. | Grades 9-10  
RI.9-10.2,4,8  
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 | Statistics and Probability  
S-IC.1  
S-IC.3  
S-IC.6  
Personal Financial Literacy  
A.12.1.1  
B.12.1.1  
D.12.5.1  
E.12.2.1  
F.12.3.2 |
| **Session Five: Make an Investment** | Social Studies  
SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.
Differentiate between and calculate revenue and profit for a given firm.
SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices. | Grades 9-10  
RI.9-10.2,4,8  
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 | NA  
Personal Financial Literacy  
A.12.1.1  
B.12.1.1  
D.12.5.1  
F.12.3.2  
F.12.5.4 |

Students make decisions about price, production, and research and development using the JA Titan computer simulation.

**Objectives:**
The students will be able to:
- Make informed research and development and marketing decisions
- SS.Econ1.b.h
- SS.Econ2.a.h
- SS.Econ3.a.h
- Make recommendations for capital investment based on set parameters
- Define charitable giving and explain why businesses make decisions to share their resources

Students solicit capital investment.

**Objectives:**
The students will be able to:
- 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
## Session Descriptions

### 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.

**Objectives:**
- 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

**Social Studies**
- SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.
- Differentiate between and calculate revenue and profit for a given firm.
- SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.

**WI Academic Standards**
- Grades 9-10
  - RL.9-10.2,4,8
  - 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

**Common Core ELA**
- Grades 11-12
  - RI.11-12.2,4
  - W.11-12.2,4
  - W.11-12.7-8
  - SL.11-12.1-4
  - SL.11-12.6
  - L.11-12.1-4
  - L.11-12.6

**Common Core Math**
- Statistics and Probability
  - S-IC.1
  - S-IC.3
  - S-IC.6

**Personal Financial Literacy**
- A.12.1.1
- B.12.1.1
- D.12.5.1
- E.12.2.1
- F.12.3.2
- F.12.5.4

### Session Seven: JA Titan of Industry – The Competition

Students make decisions about capital investment, price, production, research and development, and charitable giving using the *JA Titan* computer simulation.

**Objectives:**
- Demonstrate how business decisions affect business performance
- React appropriately to decisions made by other businesses

**Social Studies**
- SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.
- SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.
- SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.
- Differentiate between and calculate revenue and profit for a given firm.
- SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.

**WI Academic Standards**
- Grades 9-10
  - RL.9-10.2,4,8
  - 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

**Common Core ELA**
- Grades 11-12
  - RI.11-12.2,4
  - W.11-12.2,4
  - W.11-12.7-8
  - SL.11-12.1-4
  - SL.11-12.6
  - L.11-12.1-4
  - L.11-12.6

**Common Core Math**
- Statistics and Probability
  - S-IC.1
  - S-IC.3
  - S-IC.6

**Personal Financial Literacy**
- A.12.1.1
- B.12.1.1
- D.12.5.1
- E.12.2.1
- F.12.3.2
- F.12.5.4
# JA Career Exploration Fair

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Fair Session: What Sets You Apart?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reflect on their abilities, interests, and values as they consider future career choices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong> The students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Define careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Differentiate between abilities (skills) and values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identify their personal characteristics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.12.1.1: Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACP Know</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take and interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests, then link them to activities and experiences that explore or enhance them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading for Informational Text</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Day of the Fair</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong> The students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Examine how school skills apply to career paths.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Explain the importance of staying in school and graduating high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.12.3.2: Understand and display the relationship of career–income–lifestyle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F.12.5.4: Connect the role of philanthropy, volunteer service, and charities to community development and quality of life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WCCTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4C1.b.7.h: Incorporate the skills and experiences of others to develop a new solution to a problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD2.a.2.m: Describe a diverse range of opportunities available beyond high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACP Know</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACP Explore</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading for Informational Text</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post-Fair Session</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students reflect on their JA Career Exploration Fair experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong> The students will:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Identify a future career goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Create a personal action plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WCCTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4C2.a.12.h: Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD1.b.6.h: Develop an action plan to set and achieve realistic goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD1.d.6.h: Evaluate the impact of personal decision-making strategies on specific outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACP Know</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set short- and long-term SMART goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc. Connect self-exploration and career exploration to the creation of a personal plan....</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACP Explore</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how careers of interest relate to their assessment information and interests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading for Informational Text</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SL 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Descriptions</td>
<td>Academic Standards</td>
<td>ACP</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Session One: Before the Event</strong></td>
<td>Social Studies</td>
<td>ACP Know</td>
</tr>
<tr>
<td>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</td>
<td>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</td>
<td>Financial Literacy</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>WCCTS</td>
<td>ACP Explore</td>
</tr>
<tr>
<td>The students will:</td>
<td>CD1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.</td>
<td>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments.</td>
</tr>
<tr>
<td>- Identify skills and interests.</td>
<td>WCCTS</td>
<td>Use general career pathway information that correlates to strengths, values and interests to identify careers of interest.</td>
</tr>
<tr>
<td>- Recognize Career Clusters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Recall future high-demand occupations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Two: During the Event</strong></td>
<td>Financial Literacy</td>
<td>ACP Explore</td>
</tr>
<tr>
<td>Students learn about the guest speaker's job experiences and stories, ask questions, and take notes.</td>
<td>A.12.1.1 Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</td>
<td>Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>F.12.5.4 Connect the role of philanthropy, volunteer service, and charities to community development and quality of life.</td>
<td>ACP GO</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>WCCTS</td>
<td>Explore different career options within career clusters of interest, areas of strengths and interest.</td>
</tr>
<tr>
<td>- Practice active listening skills.</td>
<td>CD1.d.5.h: Predict the outcome of various decisions on personal, social and career success.</td>
<td></td>
</tr>
<tr>
<td>- Equate job responsibilities with skills and interests</td>
<td>CD2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.</td>
<td></td>
</tr>
<tr>
<td><strong>Session Three: After the Event</strong></td>
<td>Social Studies</td>
<td>ACP Explore</td>
</tr>
<tr>
<td>Students reflect on what they learned during their preparation and the speaker event.</td>
<td>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.</td>
<td>Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>Financial Literacy</td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td>A.12.3.2 Understand and display the relationship of career–income–lifestyle.</td>
<td></td>
</tr>
<tr>
<td>- Recognize Career Clusters</td>
<td>WCCTS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.</td>
<td></td>
</tr>
</tbody>
</table>
## JA Excellence through Ethics

### Session Descriptions

#### Day of the Visit

Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make.

**Objectives:**
The students will:
- Define ethics, ethical dilemma, values, core values, and interdependence.
- Articulate how one's core values affects one's choices.
- Articulate and identify the steps necessary to make ethical decisions.
- Recognize that individual ethics affect the greater community.

### Social Studies

- **SS.Inq1.b.h** Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.
- **SS.BH1.a.m** Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.

### Financial Literacy

- **F.1** Understand factors that affect citizen financial decisions and actions.
- **F.12.3.1** Present significant questions/public policy issues of concern to citizens as family members, workers, and community members.
- **F.12.5.2** Examine critically the consequences of consumer-citizen decisions and actions on the economy, broader society, and the environment.

### Reflection Activity

Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.

**Objectives:**
The students will:
- Apply key terms and concepts used in the volunteer-led activities.
- Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.
- Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions.

### Academic Standards

#### Social Studies

- **SS.Inq4.a.h** Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.
- **SS.BH3.a.m** Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.

### Common Core ELA

- **CD1.c.11.h:** Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.
- **CD1.c.12.h:** Assess how respect and appreciation for individual and cultural differences impacts group processes.
- **CD1.d.6.h:** Evaluate the impact of personal decision-making strategies on specific outcomes.

### WCCTS

- Reading for Informational Text
  - RI 1
  - RI 4
  - RI 7
- Speaking and Listening
  - SL 1
  - SL 2
  - SL 3
  - SL 4
- Writing
  - W 4
- Language
  - L 3
  - L 4
  - L 6

---

© Junior Achievement USA®
## JA It’s My Job (Soft Skills)

### Session Descriptions

<table>
<thead>
<tr>
<th>Communicating About Yourself</th>
<th>Applications and Resumes</th>
<th>Interviewing for a Job</th>
</tr>
</thead>
</table>

#### Communicating About Yourself

**Students learn what their dress, speech, and listening skills communicate to others about them.**

**Objectives:**
- Recognize the importance of manners as an element of professionalism.
- Identify language and style appropriate for the workplace.

**Financial Literacy**
- A.12.1.1 Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

**WCCTS**
- CD1.c.9.h: Assess cultural differences and work effectively with people from a range of social and cultural backgrounds.
- CD1.c.10.h: Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work.
- CD1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.

**ACP**
- ACP Explore
  - Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. Identify and exhibit positive social skills consistent with employability.

**Common Core ELA**
- Reading for Informational Text
  - RI 1
  - RI 4
- Speaking and Listening
  - SL 1
  - SL 2
  - SL 4
  - SL 6
- Writing
  - W 4
- Language
  - L1
  - L2
  - L3
  - L4
  - L6

#### Applications and Resumes

**Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer.**

**Objectives:**
- Identify information necessary for a job application.
- Recognize key features and formatting of resumes.
- Use appropriate language for a resume.

**WCCTS**
- CD4.b.6.h: Prepare a resume, cover letter, employment application.
- CD4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.
- CD4.b.6.h: Prepare a resume, cover letter, employment application.
- CD4.c.6.h: Complete required employment forms and documentation.

**ACP**
- ACP Explore
  - Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. Identify and exhibit positive social skills consistent with employability.

**Common Core ELA**
- Speaking and Listening
  - SL 1
  - SL 2
- Writing
  - W 4
- Language
  - L1
  - L2
  - L3
  - L4
  - L6

#### Interviewing for a Job

**Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews.**

**Objectives:**
- Identify appropriate content for a personal brag sheet
- Adapt personal information to interview situations.
- Develop answers to common interview questions.

**Financial Literacy**
- A.12.3.2 Understand and display the relationship of career–income–lifestyle.

**WCCTS**
- CD3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.
- CD4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.

**ACP**
- ACP Know
  - Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.

**Common Core ELA**
- Speaking and Listening
  - SL 1
  - SL 2
  - SL 4
  - SL 6
- Writing
  - W 4
- Language
  - L1
  - L2
  - L3
  - L4
  - L6
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>ACP</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cell Phones in the Workplace</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students develop an understanding of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate communication methods to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ensure workplace success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognize and identify appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and inappropriate uses of cell phones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the workplace.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify the effects of inappropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usage of cell phones in the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>workplace.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Adapt cell phone behavior and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>functions for professional uses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognize and apply appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>texting style for communicating in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the workplace.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WPCTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD1.c.12.h: Assess how respect and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appreciation for individual and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cultural differences impacts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group processes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD1.d.5.h: Predict the outcome of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>various decisions on personal,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>social and career success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD4.c.4.h: Model behaviors that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrate reliability and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dependability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD4.c.5.h: Maintain appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dress and behavior for the job to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contribute to a safe and effective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>workplace/jobsite.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACP Know</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction in crafting appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communications with different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purposes/audiences is integrated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>throughout the curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Workplace Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students complete activities focused</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>on appropriate tone and topics for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the workplace and strategies for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaborating effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify and use an appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional tone in workplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify appropriate and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inappropriate subjects for workplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discussion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Enable cooperative and productive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>group interactions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Communicate to solve problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaboratively and respectfully.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WPCTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD1.c.11.h: Evaluate how the personal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strengths and assets of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contribute to a cooperative group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>atmosphere.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD3.c.6.h: Discuss how adaptability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and flexibility, especially when</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>initiating or responding to change,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contributes to career success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD4.a.7.h: Assess how flexibility and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>willingness to learn new knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and skills affect employment status.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD4.d.6.h: Evaluate the best method</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to assist co-workers in accomplishing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>goals and tasks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACP Explore</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and exhibit positive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>social skills consistent with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Workplace Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students practice writing concisely,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clearly, and correctly, with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appropriate workplace style.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use proper spelling, grammar, and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>punctuation in the workplace.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• List best practices for effective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>business writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use clear language and appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>style for written communication in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the workplace.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify important ideas and express</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>them clearly and concisely in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>writing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Literacy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.12.3.2 Understand and display the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relationship of career–income–lifestyle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WPCTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD4.a.8.h: Apply communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strategies when adapting to a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>culturally diverse environment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACP Know</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction in crafting appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communications with different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purposes/audiences is integrated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>throughout the curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACP Explore</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and exhibit positive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>social skills consistent with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employability.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Effective Civic Leadership

Students explore the importance of leadership skills and the value of community involvement. They learn the importance of communication and conflict-management skills to achieve group goals.

**Objectives:**
The students will be able to:
- Identify qualities of a leader.
- Recognize the role of civic leadership in a community.
- Develop conflict-resolution skills.

### WCCTS

| 4C2.b.5.h: Apply past experience to develop a course of action for a new situation. |
| 4C3.b.8.h: Lead group processes to generate consensus. |

### ACP Know

Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum.

Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum.

**Common Core ELA**

- Speaking and Listening
  - SL 1
  - SL 2
  - SL 4
  - SL 5
  - SL 6
- Language
  - L1
  - L 3
  - L 4
  - L 6

## Presentation Skills and Classroom Management

Students learn effective presentation techniques to get an audience's attention and keep it. They gain insight into classroom dynamics to assist with managing elementary school students when in that environment.

**Objectives:**
The students will be able to:
- Use strong presentation skills to communicate effectively.
- Develop classroom management practices.
- Recognize and use techniques that further teamwork and achieve group goals.

### WCCTS

| 4C2.b.6.h: Use existing knowledge to develop a resolution for a new situation, problem or opportunity. |
| 4C3.c.7.h: Resolve conflicts productively with individuals as they arise. |

### ACP Explore

Identify and exhibit positive social skills consistent with employability.

Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster.

**Common Core ELA**

- Speaking and Listening
  - SL 1
  - SL 2
  - SL 4
  - SL 5
  - SL 6
- Language
  - L1
  - L 3
  - L 4
  - L 6

## Critical Thinking and Problem Solving

Students advance their critical thinking skills so that they can adapt quickly to new circumstances and develop successful solutions to problems.

**Objectives:**
The students will be able to:
- Use a problem-solving technique to solve personal and professional problems.
- Apply critical-thinking skills to work-based problems.
- Recognize that decisions have consequences.

### WCCTS

| 4C1.a.7.h: Develop original ways to solve a given problem. |
| 4C2.a.15.h: Determine the best resolution for a problem, decision or opportunity based on given criteria. |

**Common Core ELA**

- Speaking and Listening
  - SL 1
  - SL 2
  - SL 4
  - SL 5
  - SL 6
- Language
  - L1
  - L 3
  - L 4
  - L 6
### Reflection

Students share their JA High School Heroes experience and learn about its relevance to their futures. They complete a self-assessment designed to reiterate lessons about leadership, presentations, and critical thinking.

**Objectives:**
The students will be able to:
- Implement objective criteria to self-evaluate.
- Recognize the value of constructive feedback and the growth mind-set.
- Develop a personal action plan

### Academic Standards
**WCCTS**
- CD1.b.6.h: Develop an action plan to set and achieve realistic goals.
- CD3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.

### ACP Go
Seek out, and document activities completed in pursuit of goals.

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>ACP</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students share their JA High School Heroes experience and learn about its relevance to their futures. They complete a self-assessment designed to reiterate lessons about leadership, presentations, and critical thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td></td>
<td>The students will be able to:</td>
<td></td>
<td>SL 1</td>
</tr>
<tr>
<td></td>
<td>- Implement objective criteria to self-evaluate.</td>
<td></td>
<td>SL 2</td>
</tr>
<tr>
<td></td>
<td>- Recognize the value of constructive feedback and the growth mind-set.</td>
<td></td>
<td>SL 4</td>
</tr>
<tr>
<td></td>
<td>- Develop a personal action plan</td>
<td></td>
<td>SL 5</td>
</tr>
<tr>
<td></td>
<td><strong>WCCTS</strong></td>
<td></td>
<td>SL 6</td>
</tr>
<tr>
<td></td>
<td>CD1.b.6.h: Develop an action plan to set and achieve realistic goals.</td>
<td></td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td>CD3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.</td>
<td></td>
<td>L1</td>
</tr>
<tr>
<td></td>
<td><strong>ACP Go</strong></td>
<td></td>
<td>L 3</td>
</tr>
<tr>
<td></td>
<td>Seek out, and document activities completed in pursuit of goals.</td>
<td></td>
<td>L 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>L 6</td>
</tr>
</tbody>
</table>