



**A Correlation between the Indiana  
Academic Standards and  
Junior Achievement Programs**

Updated October 2015  
Indiana Academic Standards

Junior Achievement USA®  
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# Overview

In this document, Junior Achievement programs are correlated to the Indiana Academic Standards for Social Studies for grades K-12 as well as English/ Language Arts and Mathematics.

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

This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed. When a standard is best supported by an Extended Learning Opportunity. On Your Own or other enrichment, the letters ELO will appear superscripted next to the standard number.

## JA Elementary School Programs

[\*JA Ourselves\*](#)<sup>®</sup> uses compelling stories read aloud by the volunteer, along with hands-on activities to demonstrate helping, working, earning, and saving.....Page 4

[\*JA Our Families\*](#)<sup>®</sup> introduces students to the intersection of entrepreneurship and first-grade social studies learning objectives, including how family members’ jobs and businesses contribute to the well-being of the family.....Page 6

[\*JA Our Community\*](#)<sup>®</sup> explores the interdependent roles of workers in a community, the work they perform, and how communities work.....Page 7

[\*JA Our City\*](#)<sup>®</sup> introduces students to the intersection of financial literacy and third-grade social studies learning objectives, including the characteristics of cities and how people and businesses in cities manage their money. ....Page 9

[\*JA Our Region\*](#)<sup>®</sup> introduces students to entrepreneurship and how entrepreneurs use resources to produce goods and services in a community. Students solve problems by weighing risks and rewards.....Page 10

[\*JA Our Nation\*](#)<sup>®</sup> provides practical information about businesses’ need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs. Further, it introduces the concept of globalization of business as it relates to production materials and the need for students to be entrepreneurial in their thinking to meet the requirements of high-growth, high-demand careers worldwide. ....Page 11

[\*JA More than Money\*](#)<sup>®</sup> teaches students about earning, spending, sharing, and saving money, and businesses they can start or jobs they can perform to earn money.....Page 13

[\*JA BizTown\*](#)<sup>®</sup> combines in-class learning with a day-long visit to a simulated town. This popular program allows elementary school students to operate banks, manage restaurants, write checks, and vote for mayor. The program helps students connect the dots between what they learn in school and the real world. ....Page 16

## JA Middle Grades Programs

[JA America Works](#)<sup>®</sup> provides students with examples of how business and entrepreneurship affected the economic development of the United States during the 19<sup>th</sup> century.....Page 21

[JA Economics for Success](#)<sup>®</sup> provides practical information about personal finance and the importance of identifying education and career goals based on a student’s skills, interests, and values. ....Page 24

[JA Finance Park](#)<sup>®</sup> is a month-long program that introduces students to personal financial planning and career exploration. At the culmination of this teacher-led program, students visit JA Finance Park, a realistic on-site or virtual community, to put into practice what they've learned by developing and committing to a personal budget.....Page 26

[JA Global Marketplace](#)<sup>®</sup> - *Blended Model* gives students an opportunity to experience the impact and importance of international business by playing the role of business owners and managers.....Page 33

[JA It’s My Business!](#)<sup>®</sup> encompasses entrepreneurship curriculum for students in grades six, seven, and eight. Students are encouraged to use critical thinking to learn entrepreneurial skills that support positive attitudes as they explore and enhance their career aspirations. ....Page 37

[JA It’s My Future](#)<sup>®</sup> provides practical information about preparing for the working world while still in middle school. ....Page 39

## High School Programs

[JA Be Entrepreneurial](#)<sup>®</sup> introduces students to the essential components of a practical business plan, and challenges them to start an entrepreneurial venture while still in high school.....Page 41

[JA Career Success](#)<sup>®</sup> equips students with the tools and skills required to earn and keep a job in high-growth career industries. ....Page 45

[JA Company Program](#)<sup>®</sup> - *Blended* unlocks the innate ability in students to fill a need or solve a problem in their community by launching a business venture—unleashing their entrepreneurial spirit. Each of the program’s 13 meetings is divided into a Company Ops and Deeper Dive activity.....Page 47

[JA Economics](#)<sup>®</sup> examines the fundamental concepts of micro-, macro-, and international economics. ....Page 51

[JA Exploring Economics](#)<sup>®</sup> fosters lifelong skills and knowledge about how an economy works, including micro-, macro-, personal, and international economics.....Page 55

[JA Job Shadow](#)<sup>®</sup> prepares students to be entrepreneurial thinkers in their approach to work. Students will acquire and apply the skills needed in demanding and ever-changing workplaces.....Page 58

[JA Personal Finance](#)<sup>®</sup> - *Blended* demonstrates the relationship between financial decisions made now and future financial freedom and quality of life. Students learn that a positive financial future requires making smart choices about education, a career, and saving and investing.....Page 59

[JA Titan](#)<sup>®</sup> introduces critical economics and management decisions through an interactive simulation. ....Page 63

# JA Ourselves

## Redeveloped 2015

Session Details	IN Social Studies	IN English Language Arts	IN Math
<p><b>Session One: This or That? Make a Choice</b></p> <p>Students practice economics by making personal choices.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify personal interests.</li> <li>▪ Consider the factors that determine their choices.</li> <li>▪ Define money.</li> </ul>	<p><b>Human Systems</b> K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.</p>	<p><b>Vocabulary</b> K.RV.3.2</p> <p><b>Writing</b> K.W.1 K.W.2.2 K.W.3.1</p> <p><b>Speaking and Listening</b> K.SL.1 K.SL.2.1 K.SL.2.3 K.SL.3.1</p>	NA
<p><b>Session Two: Do I Need What I Want?</b></p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain the difference between needs and wants.</li> <li>▪ Create a simple chart.</li> </ul>	<p><b>Economics</b> K.4.1 Explain that people work to earn money to buy the things they want and need.</p>	<p><b>Reading Foundations</b> K.RF.3.1</p> <p><b>Literature</b> K.RL.1 K.RL.4.1</p> <p><b>Vocabulary</b> K.RV.2.2 K.RV.3.2</p> <p><b>Speaking and Listening</b> K.SL.1 K.SL.2.1 K.SL.2.3 K.SL.3.1</p>	<p><b>Number Sense</b> K.NS.5 K.NS.7</p> <p><b>Data Analysis</b> K.DA.1</p>
<p><b>Session Three: A Penny Earned</b></p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the role of money in society.</li> <li>▪ Identify jobs they can do to earn money.</li> </ul>	<p><b>Roles of Citizens</b> K.2.4 Give examples of how to be a responsible family member and member of a group.</p> <p><b>Economics</b> K.4.1 Explain that people work to earn money to buy the things they want and need. K.4.4 Give examples of work activities that people do at home.</p>	<p><b>Reading Foundations</b> K.RF.2.1 K.RF.2.2</p> <p><b>Literature</b> K.RL.1 K.RL.2.1 K.RL.2.3 K.RL.4.1</p> <p><b>Vocabulary</b> K.RV.3.2</p> <p><b>Writing</b> K.W.1 K.W.2.2 K.W.3.1</p>	<p><b>Number Sense</b> K.NS.1 K.NS.2 K.NS.5</p> <p><b>Geometry</b> K.G.1</p>

# JA Ourselves

Session Details	IN Social Studies	IN English Language Arts	IN Math
<p><b>Session Four: A Penny Saved</b></p> <p>Students are introduced to the concept of saving.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of saving money.</li> <li>▪ Identify a savings goal.</li> <li>▪ Identify a place where people save money.</li> </ul>	<p><b>Places and Regions</b></p> <p>K.3.3 Locate and describe places in the school and community</p>	<p><b>Reading Foundations</b></p> <p>K.RF.2.2 K.RF.3.1</p> <p><b>Literature</b></p> <p>K.RL.1 K.RL.2.1</p> <p><b>Vocabulary</b></p> <p>K.RV.3.2</p> <p><b>Speaking and Listening</b></p> <p>K.SL.1 K.SL.2.1 K.SL.2.3 K.SL.3.1 K.SL.4.1</p>	<p><b>Number Sense</b></p> <p>K.NS.4 K.NS.5 K.NS.7</p>
<p><b>Session Five: A Penny Shared</b></p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain the importance of giving.</li> <li>▪ Organize a chronological sequence of events.</li> </ul>	<p><b>Chronological Thinking</b></p> <p>K.1.3 Identify and order events that takes place in a sequence.</p> <p><b>Environment and Society</b></p> <p>K.3.7 Recommend ways that people can improve their environment at home, in school, and in the neighborhood.</p>	<p><b>Reading Foundations</b></p> <p>K.RF.2.1 K.RF.2.2</p> <p><b>Literature</b></p> <p>K.RL.1 K.RL.2.1 K.RL.2.3 K.RL.4.1</p> <p><b>Vocabulary</b></p> <p>K.RV.3.2</p> <p><b>Writing</b></p> <p>K.W.1 K.W.2.2 K.W.3.1</p> <p><b>Speaking and Listening</b></p> <p>K.SL.1 K.SL.2.1 K.SL.2.3 K.SL.3.1</p>	<p>NA</p>

# JA Our Families

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Social Studies
<p><b>Session One: Our Families</b></p> <p>The students discover how families are alike and different and how they can work together to make where they live a better place.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Understand the similarities and differences between families.</li> <li>▪ Recognize the importance of individuals and families as part of neighborhoods.</li> </ul>	1.RL.1 1.RI.2.1 1.RL.4.1 1.W.3.3 1.SL.2.1 1.SL.4.2	
<p><b>Session Two: Our Families’ Needs and Wants</b></p> <p>The students become aware that all families need food, clothing, and shelter to live. They begin to understand and distinguish needs from wants.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Categorize needs and wants.</li> <li>▪ Describe the difference between a need and a want.</li> </ul>	1.RV.1 1.RV.2.2 1.SL.1 1.SL.2.1 1.SL.2.3	1.4.1
<p><b>Session Three: Great Job!</b></p> <p>The students examine the jobs family members have, including operating their own businesses, and the ways people earn money to provide for a family’s needs and wants.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define the terms job, business, and entrepreneur.</li> <li>▪ Identify the jobs people do.</li> <li>▪ Analyze their own skills to determine ways they can support family members.</li> </ul>	1.SL.1 1.SL.2.1 1.SL.2.3 1.SL.2.4 1.SL.4.2	1.4.2 1.4.3
<p><b>Session Four: Businesses in Our Neighborhood</b></p> <p>The students use the Floor Map to locate businesses throughout the neighborhood. They also identify locations for new entrepreneurial businesses, along with the goods or services these businesses will provide.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Interpret map symbols.</li> <li>▪ Identify the goods or services businesses provide.</li> </ul>	1.SL.1 1.SL.2.1 1.SL.2.3 1.SL.4.2	1.3.4 1.4.1 1.4.2
<p><b>Session Five: Our New Business</b></p> <p>Students become entrepreneurs and start their own businesses.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe one of the entrepreneurial characteristics—Satisfy a Need or Want.</li> </ul>	1.SL.1 1.SL.2.1 1.SL.2.3 1.SL.2.5 1.SL.4.2	1.4.1 1.4.2 1.4.6

# JA Our Community

Session Details	IN Social Studies	IN English Language Arts	IN Math
<p><b>Session One: People in a Community Working Together</b></p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Describe a community.</li> <li>State how people contribute to and benefit from a community.</li> <li>Identify the variety of jobs in a community and how each requires specific skills.</li> </ul>	<p><b>Geography</b> 2.3.1 Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.</p> <p><b>Economics</b> 2.4.7 Define specialization and identify specialized jobs in the school and community.</p>	<p><b>Reading Non-fiction</b> 2.RN.2.1 2.RN.3.1</p> <p><b>Reading Foundations</b> 2.RF.4.1</p> <p><b>Speaking and Listening</b> 2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b> 2.RV.3.2</p>	<p><b>Process Standards</b> PS.4</p> <p><b>Geometry</b> 2.G.4</p>
<p><b>Session Two: Sweet “O” Donuts</b></p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Define the terms produce, product, production, goods, and services.</li> <li>Apply innovation to the production process.</li> <li>Explain that people in a community earn money by performing work.</li> </ul>	<p><b>Economics</b> 2.4.4 Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.</p> <p>2.4.2 Identify productive resources used to produce goods and services in the community.</p>	<p><b>Reading Non-fiction</b> 2.RN.2.3</p> <p><b>Reading Foundations</b> 2.RF.4.1</p> <p><b>Writing</b> 2.W.3.2</p> <p><b>Speaking and Listening</b> 2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b> 2.RV.3.2</p>	<p><b>Process Standards</b> PS.1 PS.2 PS.4 PS.6</p> <p><b>Number Sense</b> 2.NS.1</p> <p><b>Computation and Algebraic Thinking</b> 2.CA.1 2.CA.2</p> <p><b>Measurement</b> 2.M.7</p>
<p><b>Session Three: Business and Government Jobs</b></p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Locate businesses and identify government careers.</li> <li>Explain how taxation supports government services.</li> </ul>	<p><b>Economics</b> 2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.</p> <p>2.4.7 Define specialization and identify specialized jobs in the school and community.</p>	<p><b>Reading Non-fiction</b> 2.RN.2.1 2.RN.3.1</p> <p><b>Reading Foundations</b> 2.RF.4.1</p> <p><b>Speaking and Listening</b> 2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b> 2.RV.3.2</p>	<p><b>Process Standards</b> PS.1 PS.2 PS.4 PS.5 PS.7</p>

# JA Our Community

Session Details	IN Social Studies	IN English Language Arts	IN Math
<p><b>Session Four: Let’s Vote!</b></p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Apply a decision-making process.</li> <li>▪ Recognize voting as a way responsible citizens act and contribute to meet a community’s needs.</li> </ul>	<p><b>Civics</b> 2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.</p>	<p><b>Reading Foundations</b> 2.RF.4.1</p> <p><b>Speaking and Listening</b> 2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b> 2.RV.3.2</p>	<p><b>Process Standards</b> PS.2 PS.4</p> <p><b>Measurement</b> 2.M.7</p>
<p><b>Session Five: Money Moves in a Community</b></p> <p>Students learn about money and how it moves through a community.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify coins and money terms.</li> <li>▪ Describe how money flows through community’s economy.</li> </ul>	<p><b>Economics</b> 2.4.8 Explain why people trade for goods and services and explain how money makes trade easier.</p>	<p><b>Reading Foundations</b> 2.RF.4.1</p> <p><b>Speaking and Listening</b> 2.SL.2.1 2.SL.2.4 2.SL.4.1</p> <p><b>Vocabulary</b> 2.RV.3.2</p>	<p><b>Process Standards</b> PS.1 PS.2 PS.5 PS.6 PS.7</p> <p><b>Number Sense</b> 2.NS.1</p> <p><b>Computation and Algebraic Thinking</b> 2.CA.1 2.CA.2</p> <p><b>Measurement</b> 2.M.7</p>

# JA Our City

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Session One: Our City – A Place Where People Live, Work, and Play</b></p> <p>Students identify the different zones used in city planning and apply the information to organize businesses.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify the zones found within a city.</li> <li>Describe the goods and services provided by businesses.</li> <li>Match local businesses to specific city zones.</li> </ul>	<p>3.RV.1 33.RV.3.2 3.SL.3.2</p>	<p>3.M.2</p>	<p>3.3.10 3.4.2 3.4.3</p>
<p><b>Session Two: Our City – A Place Where People Spend Money</b></p> <p>Students examine the importance of money to a city and how people use different methods to pay for goods and services.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Explain the importance of money in a city, including the role of taxes.</li> <li>Understand the differences between needs and wants.</li> <li>Examine the different ways that people pay for goods and services.</li> </ul>	<p>3.RV.1 3.RV.3.2 3.SL.2.1 3.SL.2.3 3.SL.4.1</p>	<p>3.C.1 3.M.4</p>	<p>3.3.10 3.4.2 3.4.4 3.4.5</p>
<p><b>Session Three: Our City – A Place Where People Bank</b></p> <p>Students see the contributions of financial institutions to a city and how those institutions help businesses and people achieve their economic goals.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Summarize the contribution of financial institutions to a city.</li> <li>Manage a personal bank account.</li> </ul>	<p>3.RV.1 3.SL.1 3.SL.2.1 3.SL.2.3 3.SL.2.5</p>	<p>3.C.1</p>	<p>3.4.7 3.4.9</p>
<p><b>Session Four: Our City – A Place Where People Dine</b></p> <p>Students learn the role of an entrepreneur by exploring the process involved in starting one type of business: a restaurant. They learn how businesses promote a healthy economy within a city.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Define consumer, producer, and entrepreneur.</li> <li>Explore the role of a business owner by operating a business.</li> <li>Apply money management strategies to a business account.</li> </ul>	<p>3.RV.1 3.RV.3.2 3.SL.1 3.SL.2.1</p>	<p>3.C.1</p>	<p>3.4.2 3.4.3 3.4.4 3.4.5 3.4.7</p>
<p><b>Session Five: Our City – A Place Where People Communicate</b></p> <p>Students learn the importance of news media to the financial well-being of a city.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Explain the role of the news media in a city.</li> <li>Describe how news is delivered in various formats.</li> <li>Recognize the importance of the news media and technology in a community.</li> </ul>	<p>3.RV.1 3.RV.3.2 3.SL.1 3.SL.2.1 3SL.2.5</p>	<p>NA</p>	<p>3.ML.1</p>

# JA Our Region

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Session One: Am I an Entrepreneur?</b></p> <p>Students explore well-known businesses, their origins, and the traits common to the entrepreneurs who started them.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize the impact entrepreneurs have on a community or a region.</li> <li>Apply traits common to successful entrepreneurs to their own skills and abilities.</li> </ul>	<p>4.RV.3.2 4.SL.2.1 4.SL.2.4</p>		<p><b>Economics</b> SS.4.4.7</p>
<p><b>Session Two: Regional Resources: Tools for Entrepreneurs</b></p> <p>Students are introduced to resources and how entrepreneurs use resources to offer products and services in a region.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize natural, human, and capital resources.</li> <li>Analyze products and services that can be offered by using resources.</li> </ul>	<p>4.RV.3.2 4.SL.2.1 4.SL.2.2 4.SL.2.4</p>		<p><b>Geography</b> SS.4.3.4 SS.4.3.8</p>
<p><b>Session Three: The Hot Dog Stand Game</b></p> <p>Students learn about the fundamental tasks performed by a business owner and play a game that allows them to see money coming in and going out of a business.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Explain the importance of keeping an accurate account of a business' financial information.</li> <li>Track the revenue and expenses of a business.</li> <li>Recognize the fundamental tasks required to run a business.</li> </ul>	<p>4.RV.V.3.2 4.SL.2.1 4.SL.2.2 4.SL.2.4</p>	4.DA.1	<p><b>Economics</b> SS.4.4.3 SS.4.4.8</p>
<p><b>Session Four: Entrepreneurs are Problem Solvers!</b></p> <p>Students journey through the complex world of business problem solving by weighing potential risks and rewards and tracking the outcome of their choices.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Apply the business problem-solving process.</li> <li>Recognize that there are potential risks and rewards to business decisions.</li> </ul>	<p>4.RV.3.2 4.SL.2.1 4.SL.2.4</p>		
<p><b>Session Five: My Region in the World</b></p> <p>Students demonstrate the supply chain through a hands-on manufacturing and trade experience.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize the interdependence of resource providers, businesses, and consumers.</li> <li>Apply the supply chain to a manufacturing example.</li> </ul>	<p>4.RN.3.2 4.RV.3.2 4.SL.2.1 4.SL.2.4</p>		

# JA Our Nation

## Redeveloped 2015

Session Details	IN Social Studies	IN English Language Arts	IN Math
<p><b>Session One: Free to Choose Your Work or Business</b></p> <p>Students are introduced to the nation's free market system and how it supports businesses and careers.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of a free market economy.</li> <li>▪ Explain how pricing guides economic decisions.</li> </ul>	<p><b>Economics</b> 5.4.2 Summarize a market economy.</p>	<p><b>Reading Foundations</b> 5.RF.1</p> <p><b>Reading non-fiction</b> 5 RN.2.1-3</p> <p><b>Vocabulary</b> 5.RV.1 5.RV.3.2</p> <p><b>Speaking and Listening</b> 5.SL.2.1-5 5.SL.3.1-2</p>	<p><b>Process Standards</b> PS.1</p> <p><b>Computation</b> 5.C.1<sup>ELO</sup></p> <p><b>Algebraic Thinking</b> 5.AT.1<sup>ELO</sup></p> <p><b>Data Analysis And Statistics</b> 5.DS.2<sup>ELO</sup></p>
<p><b>Session Two: Innovation Nation</b></p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneur and entrepreneurship.</li> <li>▪ Describe resources and how entrepreneurs use them.</li> <li>▪ Explore STEM skills and the process of innovation.</li> </ul>	<p><b>Economics</b> 5.4.5 Explain how education and training, specialization and investment in capital resources increase productivity.</p>	<p><b>Reading Foundations</b> 5.RF.2</p> <p><b>Reading non-fiction</b> 5 RN.2.1-3</p> <p><b>Vocabulary</b> 5.RV.1 5.RV.3.2</p> <p><b>Writing</b> 5 W.3.2</p> <p><b>Speaking and Listening</b> 5 SL.2.1-5 5 SL.3.1-2<sup>ELO</sup> 5 SL.4.1-2</p>	<p>NA</p>
<p><b>Session Three: Career Clusters</b></p> <p>Students examine career groups and the skills needed for a variety of careers.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Examine career groupings and the skills necessary for a variety of careers.</li> </ul>	<p><b>Economics</b> 5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.</p>	<p><b>Reading Foundations</b> 5.RF.2</p> <p><b>Reading non-fiction</b> 5 RN.2.1-3</p> <p><b>Vocabulary</b> 5.RV.1 5.RV.2.1 5.RV.3.2</p> <p><b>Speaking and Listening</b> 5 SL.2.1-5</p>	<p><b>Process Standards</b> PS.1</p> <p><b>Computation</b> 5.C.1<sup>ELO</sup></p> <p><b>Algebraic Thinking</b> 5.AT.1<sup>ELO</sup></p>

# JA Our Nation

Session Details	IN Social Studies	IN English Language Arts	IN Math
<p><b>Session Four: Get and Keep the Job!</b></p> <p>Students identify important work-readiness soft skills necessary for career success.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify the soft skills wanted by today’s employers.</li> </ul>	<p><b>Civics and Government</b> 5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.</p>	<p><b>Vocabulary</b> 5.RV.3.2</p> <p><b>Writing</b> 5.W.3.2</p> <p><b>Speaking and Listening</b> 5.SL.2.1-5 5.RL.4.1<sup>ELO</sup></p>	<p><b>Process Standards</b> PS.1</p> <p><b>Computation</b> 5.C.1<sup>ELO</sup> 5.C. 8<sup>ELO</sup></p> <p><b>Algebraic Thinking</b> 5.AT.1<sup>ELO</sup></p>
<p><b>Session Five: Global Connections</b></p> <p>Students explore how the United States is connected to the global economy.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Discuss why businesses specialize and trade.</li> <li>Define opportunity cost.</li> </ul>	<p><b>Geography</b> 5.3.2 Identify and describe cultural and physical regions of the United States.</p> <p><b>Economics</b> 5.4.7 Predict the effect of changes in supply and demand on price.</p>	<p><b>Reading non-fiction</b> 5.RN.2.1-3</p> <p><b>Vocabulary</b> 5.RV.3.2</p> <p><b>Speaking and Listening</b> 5.SL.2.1-5 5.SL.3.1-2</p>	<p>NA</p>
<p><b>Supplemental Session: Business Organization</b></p> <p>Students dig deeper and experience the three ways businesses are organized.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify three basic ways businesses are organized.</li> </ul>		<p><b>Reading non-fiction</b> 5.RN.2.1-3</p> <p><b>Vocabulary</b> 5.RV.3.2</p> <p><b>Speaking and Listening</b> 5.SL.2.1-5 5.SL.3.1-2</p>	<p>NA</p>

# JA More than Money

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Session One: Money in the Bank</b></p> <p>Students manage a bank account.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the role of money in everyday life</li> <li>▪ Explain the benefits of a personal bank account</li> </ul> <p><b>Concepts:</b> bank account, deposit, earn, income, interest, money, register, savings, withdrawal</p> <p><b>Skills:</b> active listening, completing forms, math computation, following directions, working in groups</p>	<p><b>Grade 3</b> 3.RV.3.2 3.SL.1 3.SL.2.1 3.SL.3.1 3.W.2.1</p> <p><b>Grade 4</b> 4.RV.3.2 4.SL.1 4.SL.2.1 4.W.2.1</p> <p><b>Grade 5</b> 5.RV.3.2 5.SL.1 5.SL.2.1</p>	<p><b>Grade 3</b> 3.C.1</p> <p><b>Grade 4</b> 4.C.1</p>	<p><b>Grade 3</b> 3.4.3 3.4.5 3.4.9</p> <p><b>Grade 4</b> 4.4.6 4.4.10</p> <p><b>Grade 5</b></p>
<p><b>Session Two: A Sense of Worth</b></p> <p>Students identify characteristics of a positive work ethic and manage a bank account.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify several characteristics of a positive work ethic</li> <li>▪ Distinguish between working for someone and self-employment</li> <li>▪ Identify ways to earn income through jobs or a small business</li> <li>▪ Practice personal money-management skills through business and ethical decision making</li> </ul> <p><b>Concepts:</b> business, employee, entrepreneur, income, job skills, mentor, money management, role model, self-employed, work ethic</p> <p><b>Skills:</b> active listening, comparing and contrasting, completing forms, math computation, drawing, following directions, matching and classifying, working in groups</p>	<p><b>Grade 3</b> 3.RV.3.2 3.SL.1 3.SL.2.1 3.W.2.1</p> <p><b>Grade 4</b> 4.RV.3.2 4.SL.1 4.SL.2.1 4.W.2.1</p> <p><b>Grade 5</b> 5.RV.3.2 5.SL.1 5.SL.2.1</p>	<p><b>Grade 3</b> 3.C.1</p> <p><b>Grade 4</b> 4.C.1</p>	<p><b>Grade 3</b></p> <p><b>Grade 4</b> 4.2.6</p> <p><b>Grade 5</b> 5.2.8 5.4.6</p>

# JA More than Money

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Session Three: Balancing Act</b></p> <p>Students connect personal interests to possible business opportunities and manage a bank account</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Match personal skills with jobs and self-employment</li> <li>▪ Understand market research</li> <li>▪ Identify ways to share, save, and spend personal income</li> <li>▪ Practice personal money management skills</li> <li>▪ Practice making sound, personal financial choices</li> <li>▪ Discuss ways to evenly share, save, and spend money</li> </ul> <p><b>Concepts:</b> interests, market research, money management, skills</p> <p><b>Skills:</b> basic math, charting data, comparing and contrasting, deductive reasoning, following written and verbal instructions, working in groups, self-assessment, taking turns, vocabulary building</p>	<p><b>Grade 3</b> 3.RV.3.2 3.SL.1 3.SL.2.1 3.W.2.1</p> <p><b>Grade 4</b> 4.RV.3.2 4.SL.1 4.SL.2.1 4.W.2.1</p> <p><b>Grade 5</b> 5.RV.3.2 5.SL.1 5.SL.2.1</p>	<p><b>Grade 3</b> 3.C.1</p> <p><b>Grade 4</b> 4.C.1</p>	<p><b>Grade 3</b> 3.4.2 3.4.3</p> <p><b>Grade 4</b> 4.4.3</p> <p><b>Grade 5</b> 5.4.6</p>
<p><b>Session Four: Building a Business</b></p> <p>Students develop a business plan and calculate business costs.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define the basic steps in planning and starting a business</li> <li>▪ Calculate operating expenses and income for a small business</li> <li>▪ Develop a basic business plan based on their job skills and interests</li> </ul> <p><b>Concepts:</b> business plan, competition, estimate, expense, profit, start-up cost</p> <p><b>Skills:</b> basic math, comparing and contrasting, deductive reasoning, problem-solving, reading and following directions, taking turns, vocabulary building</p>	<p><b>Grade 3</b> 3.RV.3.2 3.SL.1 3.SL.2.1 3.W.2.1</p> <p><b>Grade 4</b> 4.RV.3.2 4.SL.1 4.SL.2.1 4.W.2.1</p> <p><b>Grade 5</b> 5.RV.3.2 5.SL.1 5.SL.2.1</p>	<p><b>Grade 3</b> 3.C.1</p> <p><b>Grade 4</b> 4.C.1 4.C.4</p>	<p><b>Grade 3</b> 3.4.6</p> <p><b>Grade 4</b> 4.4.8 4.4.4</p> <p><b>Grade 5</b> 5.4.7</p>

# JA More than Money

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Session Five: Get SMART</b></p> <p>Students apply the SMART decision-making process and manage a bank account.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Practice using the SMART system to make consumer decisions</li> <li>▪ Identify the difference between personal and business spending</li> <li>▪ Manage money by making SMART business and consumer decisions</li> <li>▪ Apply the problem-solving steps needed to own and operate a business</li> </ul> <p><b>Concepts:</b> business consumer, money management, personal consumer</p> <p><b>Skills:</b> basic math, comparing and contrasting, deductive reasoning, evaluating data, problem-solving, reading and following directions, role-playing</p>	<p><b>Grade 3</b> 3.RV.3.2 3.SL.1 3.SL.2.1</p> <p><b>Grade 4</b> 4.RV.3.2 4.SL.1 4.SL.2.1</p> <p><b>Grade 5</b> 5.RV.3.2 5.SL.1 5.SL.2.1</p>	<p><b>Grade 3</b> 3.C.1</p> <p><b>Grade 4</b> 4.C.1 4.C.4</p>	<p><b>Grade 3</b> 3.4.7</p> <p><b>Grade 4</b> 4.4.1</p>
<p><b>Session Six: What’s the Catch?</b></p> <p>During recognize deceptive advertising practices and manage a bank account.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize deceptive advertising</li> <li>▪ Apply money management skills in a simulated business</li> <li>▪ Record and track financial gains and losses in a simulated business</li> <li>▪ Promote business through advertising</li> <li>▪ Practice sound financial choices and cooperative decision-making skills</li> <li>▪ Apply the steps necessary to own and operate a small business</li> </ul> <p><b>Concepts:</b> advertisement, deceptive, money management</p> <p><b>Skills:</b> basic math, comparing and contrasting, critical thinking, evaluating data, mind-mapping, problem-solving, reading and following directions, teamwork</p>	<p><b>Grade 3</b> 3.RV.3.2 3.SL.1 3.SL.2.1 3.W.2.1</p> <p><b>Grade 4</b> 4.RV.3.2 4.SL.1 4.SL.2.1 4.W.2.1 4.ML.2.1</p> <p><b>Grade 5</b> 5.RV.3.2 5.SL.1 5.SL.2.1 5.ML.2.1</p>	<p><b>Grade 3</b> 3.C.1</p> <p><b>Grade 4</b> 4.C.1</p>	<p><b>Grade 3</b></p> <p><b>Grade 4</b></p>

# JA BizTown

JA BizTown Unit	Objectives and Concepts	IN English Language Arts	IN Math	IN Social Studies
<p><b>Unit 1: Financial Literacy</b></p> <p>You must have money to spend money. Students need to understand this fundamental concept of earning and spending if they are to grasp the importance of sound personal finance. This unit introduces students to bank services and practices that will help them to be successful in <i>JA BizTown</i> and in life. In a society in which money transactions increasingly are instantaneous, it is critical that students understand the basics of deposits, checks, and withdrawals and then build on that knowledge to understand electronic banking and bank cards.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Extrapolate services offered by financial institutions.</li> <li>▪ Complete a bank account application.</li> <li>▪ Demonstrate an ability to endorse a paycheck.</li> <li>▪ Complete a deposit ticket.</li> <li>▪ Maintain a check register correctly.</li> <li>▪ Describe the consequences of insufficient funds.</li> <li>▪ Write and sign checks.</li> <li>▪ State the benefit of an interest-earning savings account.</li> <li>▪ Explain how money in a savings account grows.</li> <li>▪ Explore the differences between checks, debit cards, and credit cards.</li> <li>▪ Explain how money changes hands when a debit card is used.</li> <li>▪ Demonstrate use of a check register to record a debit purchase.</li> </ul> <p><b>Concepts:</b> Financial institutions, Check register, Goods and services, Payment methods</p> <p><b>Skills:</b> Critical thinking, reading for information, reasoning, research, math computation, active listening, collaboration, interrogative questioning, visual interpretation, oral and written communication</p>	<p><b>Grade 4</b> 4.RN.1 4.RN.2.1 4.RN.2.2 4.RV.1 4.RV.2.1 4.RV.3.2 4.SL.1</p> <p><b>Grade 5</b> 5.RN.1 5.RV.1 5.RV.2.1 5.SL.1</p> <p><b>Grade 6</b> 6.RV.1 6.RV.2.1 6.SL.1</p>	<p><b>Grades 4-6 Process Standards</b> PS.1 PS.2 PS.3 PS.4 PS.5 PS.6 PS.7</p> <p><b>Grade 4</b> 4.NS.9 4.C.1 4.C.2</p> <p><b>Grade 5</b> 5.NS.5 <b>5.C.1</b> 5.C.8</p> <p><b>Grade 6</b> 6.AF.3<sup>ELO</sup></p>	<p><b>Grade 4</b> 4.4.10</p> <p><b>Grade 5</b> 5.4.9</p> <p><b>Grade 6</b> 6.4.9</p> <p><b>Family and Consumer Sciences</b> FCS-MS 2.1.1 FCS-MS 2.2.2 FCS-MS 2.2.3 FCS-MS 2.2.4 FCS-MS 2.2.5</p>

# JA BizTown

JA BizTown Unit	Objectives and Concepts	IN English Language Arts	IN Math	IN Social Studies
<p><b>Unit 2: Community and Economy</b></p> <p>Students explore their role as citizens of a community. They are introduced to the concept of the circular flow of money and goods in an economy. They define basic economic concepts and discuss the impact of taxes and philanthropy.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define various vocabulary terms.</li> <li>▪ Explain how good citizens have a sense of responsibility to others and to their community.</li> <li>▪ Identify goods, services, and resources (human, natural, and capital).</li> <li>▪ Demonstrate the circular flow of an economy.</li> <li>▪ Discover the function of businesses in producing goods and services.</li> <li>▪ Define scarcity and learn more about free enterprise.</li> <li>▪ Identify the three basic economic questions (what, how, and for whom to produce).</li> <li>▪ Understand why people pay taxes.</li> <li>▪ Define gross pay and net pay.</li> <li>▪ Calculate tax by multiplying with decimals.</li> <li>▪ Differentiate between public goods and services and private goods and services.</li> <li>▪ Give examples of philanthropy.</li> </ul> <p><b>Concepts:</b> Circular flow, Resources, Free enterprise, Scarcity</p> <p><b>Skills:</b> Critical thinking, interpretation, innovation, adaptability, self-direction, role playing, teamwork, economic literacy, summarizing, comparing and contrasting, math computation, posing and answering questions, visual interpretation</p>	<p><b>Grade 4</b> 4.RN.1 4.RN.2.1 4.RN.2.2 4.RV.1 4.RV.2.1 4.RV.3.2 4.SL.1 4.SL.2.1 4.SL.2.2 4.SL.3.1 4.SL.3.2</p> <p><b>Grade 5</b> 5.RN.1 5.RV.1 5.RV.2.1 5.SL.1 5.SL.2.1 5.SL.2.2 5.SL.3.1 5.SL.3.2</p> <p><b>Grade 6</b> 6.RV.1 6.RV.2.1 6.SL.1 6.SL.2.1 6.SL.2.2</p>	<p><b>Grades 4-6 Process Standards</b> PS.1 PS.2 PS.4</p>	<p><b>Grade 4</b> 4.2.5 4.2.6 4.4.4 4.4.7<sup>ELO</sup> 4.4.9</p> <p><b>Grade 5</b> 5.2.8 5.4.5</p> <p><b>Grade 6</b> 6.4.4</p> <p><b>Family and Consumer Sciences</b> FCS-MS 2.1.3 FCS-MS 2.1.1 FCS-MS 2.1.5</p>

# JA BizTown

JA BizTown Unit	Objectives and Concepts	IN English Language Arts	IN Math	IN Social Studies
<p><b>Unit 3: Work Readiness</b></p> <p>Citizens learn how their interests and skills can lead to exciting careers. They have an opportunity to assess their own skills and interests and to see what kinds of jobs are available at <i>JA BizTown</i>. They have an opportunity to fill out a job application and experience the job interview process.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize their interests and skills.</li> <li>▪ Explain the relevance of interests and skills in career exploration and planning.</li> <li>▪ Distinguish the differences among the four primary career types: people, ideas, data, and things.</li> <li>▪ Categorize STEM careers into different types.</li> <li>▪ Demonstrate appropriate workplace behaviors.</li> <li>▪ Define resume, job interview, and applicant.</li> <li>▪ Complete a job application.</li> <li>▪ Model appropriate business greetings.</li> <li>▪ Demonstrate proper interview skills.</li> </ul> <p><b>Concepts:</b> Interests and skills, Careers, Soft skills, Jobs</p> <p><b>Skills:</b> Word recognition and understanding, discussion, self-direction, interrogative questioning, critical thinking, problem solving, reasoning, interpretation, personal expression, cooperation, public speaking and listening, adaptability, self-</p>	<p><b>Grade 4</b> 4.RN.1 4.RN.2.1 4.RN.2.2 4.RV.1 4.RV.2.1 4.RV.3.2 4.SL.1</p> <p><b>Grade 5</b> 5.RN.1 5.RV.1 5.RV.2.1 5.SL.1</p> <p><b>Grade 6</b> 6.RV.1 6.RV.2.1 6.SL.1</p>	<p><b>Grades 4-6 Process Standards</b> PS.2 PS.4 PS.5 PS.6</p> <p><b>Grade 4</b> 4.C.1 4.DA.2<sup>ELO</sup></p> <p><b>Grade 5</b> 5.NS.5 5.D5.1</p> <p><b>Grade 6</b> 6.DS.2<sup>ELO</sup></p>	<p><b>Grade 4</b> 4.2.5</p> <p><b>Grade 5</b> 5.2.9 5.4.6</p> <p><b>Grade 6</b> 6.2.7</p> <p><b>Family and Consumer Sciences</b> FCS-MS 1.1 FCS-MS 1.2 FCS-MS 1.3</p>

# JA BizTown

JA BizTown Unit	Objectives and Concepts	IN English Language Arts	IN Math	IN Social Studies
<p><b>Unit 4: Business Management</b></p> <p>Citizens prepare for their visit to JA BizTown by working in business teams to learn about key factors in operating a business, such as teamwork, operation costs, pricing, and advertising.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe costs associated with operating a business.</li> <li>▪ Calculate business expenses.</li> <li>▪ Use teamwork to create a paragraph that describes a business.</li> <li>▪ Define selling price, revenue, and inventory.</li> <li>▪ Describe factors that affect selling price.</li> <li>▪ Explain the relationship between revenue, costs, and profit.</li> <li>▪ Define advertising.</li> <li>▪ Describe characteristics of effective advertising.</li> <li>▪ Acknowledge how effective teamwork and cooperation enhance business teams.</li> <li>▪ Appreciate how careful completion of details ensures a more successful JA BizTown visit.</li> </ul> <p><b>Concepts:</b> Running a business, Operating costs, Advertising, Quality business, Personal finance</p> <p><b>Skills:</b> Leadership, discussion, self-direction, linking opinion and reason, math computation, choosing words and phrases to convey ideas precisely, teamwork, class discussion, personal expression, understanding cause and effect relationships, visual interpretation, graph skills, following directions</p>	<p><b>Grade 4</b> 4.SL.1 4.ML.1</p> <p><b>Grade 5</b> 5.SL.1 5.ML.1</p> <p>Grade 6 6.SL.1</p>	<p><b>Grades 4-6 Process Standards</b> PS.1 PS.2 PS.3 PS.4 PS.5 PS.6 PS.7</p> <p><b>Grade 4</b> 4.NS.9 4.C.1 4.C.2</p> <p><b>Grade 5</b> 5.NS.5 5.C.1 5.C.8 5.AT.5</p>	<p><b>Grade 4</b> 4.4.8</p> <p><b>Grade 5</b> 5.4.7</p> <p><b>Family and Consumer Sciences</b> FCS-MS 5.1 FCS-MS 5.2 FCS-MS 2.1.2 FCS-MS 2.1.4<sup>ELO</sup></p>

# JA BizTown

JA BizTown Unit	Objectives and Concepts	IN English Language Arts	IN Math	IN Social Studies
<p><b>Unit 5: Visit and Debrief</b></p> <p>Citizens participate in the <i>JA BizTown</i> simulation and then return to class for a debriefing lesson to ensure they have a well-rounded learning experience. The debrief lesson allows citizens to reflect on their JA BizTown experience and further identify the relevance of classroom learning to their future plans and goals.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Function in their job capacity at JA BizTown.</li> <li>▪ Manage their personal finances and time.</li> <li>▪ Carry out responsibilities of citizenship, such as voting and obeying laws.</li> <li>▪ Evaluate team performance at JA BizTown.</li> <li>▪ Explain the circular flow of economic activity.</li> <li>▪ Describe how citizens use financial institutions.</li> <li>▪ Describe how citizens work within a quality business.</li> </ul> <p><b>Concepts:</b> Business management, Economics, Free enterprise, Performance evaluation</p> <p><b>Skills:</b> Self-direction, planning, self-discipline, adaptability, initiative, interpersonal communication, math computation, teamwork, self-reflection, self-expression, recalling and presenting relevant information</p>	<p><b>Grade 4</b> 4.W.4 4.SL.1 4.SL.2.1 4.SL.2.2 4.SL.3.1 4.SL.3.2</p> <p><b>Grade 5</b> 5.W.4 5.SL.1 5.SL.2.1 5.SL.2.2 5.SL.3.1 5.SL.3.2</p> <p><b>Grade 6</b> 6.W.4 6.SL.1 6.SL.2.1 6.SL.2.2</p>	<p><b>Grades 4-6 Process Standards</b> PS.1 PS.2 PS.3 PS.4 PS.5 PS.6 PS.7</p> <p><b>Grade 4</b> 4.NS.9 4.C.1 4.C.2 4.AT.1</p> <p><b>Grade 5</b> 5.NS.5 5.C.1 5.C.8 5.AT.5</p> <p><b>Grade 6</b> 6.C.3</p>	<p><b>Grade 4</b> 4.2.5 4.2.6 4.3.2 4.4.4 4.4.8 4.4.10</p> <p><b>Grade 5</b> 5.2.8 5.2.9 5.4.5 5.4.6 5.4.7</p> <p><b>Grade 6</b> 6.2.7 6.4.4 6.4.9</p> <p><b>Family and Consumer Sciences</b> FCS-MS 5.1 FCS-MS 5.2 FCS-MS 5.5.1 FCS-MS 5.5.2 FCS-MS 5.6.2</p>

# JA America Works

*Expires 2016*

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Social Studies
<p><b>Session One: Who Am I?</b></p> <p>Students distinguish how major immigrant groups contributed to the U.S. economic during the 19<sup>th</sup> century.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Provide examples of immigrants’ contributions to the U.S. economy during the 19th century</li> <li>▪ Identify key information and characteristics related to select immigrant groups</li> </ul> <p><b>Concepts:</b> competition, emigration, entrepreneur, immigration, pull factor, push factor, vignette</p> <p><b>Skills:</b> reading and interpreting data, working in groups</p>	<p><b>Grade 6</b></p> <p>6.RV.3.2 6.SL.1 6.SL.2.1 6.SL.2.3 6.RN.2.1</p> <p><b>Grade 7</b></p> <p>7.RV.3.2 7.SL.1 7.SL.2.1 7.SL.2.3 7.RN.2.1</p> <p><b>Grade 8</b></p> <p>8.RV.3.2 8.SL.1 8.SL.2.1 8.SL.2.3 8.RN.2.1</p>	<p><b>Grade 8</b></p> <p>8.1.20 8.3.8 8.4.4</p>
<p><b>Session Two: Roughing It</b></p> <p>Students evaluate costs and benefits when decision-making.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Give examples of how pioneers or settlers used their knowledge, skills, and experience to acquire a homestead and produce food for themselves and others</li> <li>▪ Recognize the significant role agriculture played in the economic development of the united states during the 1800s</li> <li>▪ Identify the risk factors as well as the costs and benefits involved in making a decision</li> </ul> <p><b>Concepts:</b> agriculture, benefit, cost, cost-benefit analysis, entrepreneurship, Homestead Act, opportunity cost, risk</p> <p><b>Skills:</b> decision-making; gathering, interpreting, and organizing information; oral and written communication; working in groups</p>	<p><b>Grade 6</b></p> <p>6.RV.3.2 6.SL.1 6.SL.2.1 6.SL.2.2</p> <p><b>Grade 7</b></p> <p>7.RV.3.2 7.SL.1 7.SL.2.1 7.SL.2.2</p> <p><b>Grade 8</b></p> <p>8.RV.3.2 8.SL.1 8.SL.2.1 8.SL.2.2</p>	<p><b>Grade 8</b></p> <p>8.3.1 8.3.5 8.3.8 8.4.4 8.4.10</p>

# JA America Works

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Social Studies
<p><b>Session Three: Strike-It-Rich</b></p> <p>Students explore how natural resources played a significant role in the development of the U. S. economy during the 19<sup>th</sup> century.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify examples of natural resources</li> <li>▪ Describe the boomtown businesses that were needed to support the miners and mining industry</li> </ul> <p><b>Concepts:</b> assay office, boomtown, demand, entrepreneurship, Forty-niners, ghost town, ledger, livery stable, migration, mill, natural resources, opportunity cost, precious minerals, prospector, supply</p> <p><b>Skills:</b> gathering information, math calculations, working in groups</p>	<p><b>Grade 6</b> 6.RV.3.2 6.SL.1 6.SL.2.1</p> <p><b>Grade 7</b> 7.RV.3.2 7.SL.1 7.SL.2.1</p> <p><b>Grade 8</b> 8.RV.3.2 8.SL.1 8.SL.2.1</p>	<p><b>Grade 8</b> 8.3.8 8.3.9</p>
<p><b>Session Four: In Pursuit of Progress</b></p> <p>Students examine how productive resources impacted the expansion of transportation in the 19th century.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ List several basic modes of transportation used in 19th-century America</li> <li>▪ Identify the productive resources—natural, human, and capital—that influenced the development of transportation during the 19th century</li> </ul> <p><b>Concepts:</b> canal, capital resources, human resources, modes of transportation, natural resources, productive resources, railroad, trade routes</p> <p><b>Skills:</b> analyzing information, gathering and organizing information, oral communication, working in groups</p>	<p><b>Grade 6</b> 6.RV.3.2 6.SL.1 6.SL.2.1</p> <p><b>Grade 7</b> 7.RV.3.2 7.SL.1 7.SL.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1</p>	<p><b>Grade 8</b> 8.3.8 8.4.4 8.4.5</p>
<p><b>Session Five: Communication Transformation</b></p> <p>Students examine how different means of communication developed in America during the 19th century.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain how methods of communication developed in the 1800s helped expand commerce in the United States</li> <li>▪ Explain how the invention of the telegraph expanded business opportunities across America</li> </ul> <p><b>Concepts:</b> communication, decode, encode, innovation, Morse Code, newspaper, Pony Express, runners, technology, transcontinental telegraph, U.S. Postal Service</p> <p><b>Skills:</b> decision-making, decoding messages, encoding messages, working in groups</p>	<p><b>Grade 6</b> 6.RV.3.2 6.SL.1 6.SL.2.1</p> <p><b>Grade 7</b> 7.RV.3.2 7.SL.1 7.SL.2.1</p> <p><b>Grade 8</b> 8.RV.3.2 8.SL.1 8.SL.2.1</p>	<p><b>Grade 8</b> 8.4.4 8.4.5</p>

# JA America Works

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Social Studies
<p><b>Session Six: Now What?</b></p> <p>Students develop ideas for an innovative product.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe how industrialization led to increased productivity during the 19th century</li> <li>▪ Describe the role of entrepreneurs in bringing new products to market</li> <li>▪ Create a plan for a new innovation</li> </ul> <p><b>Concepts:</b> entrepreneurship, industrialization, innovation, invention, productivity, scarcity</p> <p><b>Skills:</b> analyzing information, critical thinking skills, oral communication, planning, working in groups</p>	<p>6.RV.3.2 6.SL.1 6.SL.2.1 6.RN.2.1</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1 7.RN.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1 8.RN.2.1</p>	<p>8.4.4 8.4.5</p>

# JA Economics for Success

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Financial Literacy
<p><b>Session One: Mirror, Mirror</b></p> <p>Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>Use personal reflection to explain self-knowledge.</li> <li>Apply their skills, interests, and values to help determine a potential career path.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1 6.RN.2.1</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1 7.RN.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1 8.RN.2.1</p>		
<p><b>Session Two: Be a Success</b></p> <p>Students learn how to set goals for their financial future. They play the Be a Success Game to see the connection between personal finance, education, and careers.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify the connection between goal-setting, personal finance, education, and career choices.</li> <li>Apply decision making to education and career choices.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1</p>		
<p><b>Session Three: Keeping Your Balance</b></p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize that a balanced budget is important for all workers.</li> <li>Define the term income and differentiate between gross and net income.</li> <li>Name ways to balance a budget.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1</p>	<p>6.C.3 7.C.6 7.C.8</p>	<p>8-2.1.1 8-3.1.1</p>
<p><b>Session Four: Savvy Shopper</b></p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify the differences between debit and credit cards.</li> <li>Explain the advantages and disadvantages of both cards.</li> <li>Recognize the importance of taking personal responsibility for financial decisions.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1</p>		<p>8-1.1.1 8-4.1.1</p>

# JA Economics for Success

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Financial Literacy
<p><b>Session Five: Keeping Score</b></p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the favorable or unfavorable consequences of a high or low personal credit score.</li> <li>▪ Explain actions that cause a credit score to go up or down.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1  7.RV.3.2 7.SL.1 7.SL.2.1  8.RV.3.2 8.SL.1 8.SL.2.1</p>	<p>7.C.2</p>	<p>8-4.2.1 8-4.2.2 8-4.3.1</p>
<p><b>Session Six: What’s the Risk?</b></p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p>	<p><b>Objectives</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Explore the cost and consequence of risk.</li> <li>▪ Explain how insurance provides a method to minimize financial risk.</li> <li>▪ Identify the opportunity cost of having insurance.</li> <li>▪ Assess how personal responsibility plays a part in minimizing risk.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1 6.SL.2.2  7.RV.3.2 7.SL.1 7.SL.2.1 7.SL.2.2  8.RV.3.2 8.SL.1 8.SL.2.1 8.SL.2.2</p>		<p>8-5.1.1 8-5.1.2 8-5.2.1</p>

# JA Finance Park

Unit Description	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Unit 1: Income</b></p> <p>Students recognize the fundamental role that income plays in their personal finances and the factors that affect income and take-home pay. They discover how their decisions about education and careers impact their potential income and quality of life.</p>	<p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Rate their interests, abilities, and values.</li> <li>▪ Determine work preferences and match them to career choices.</li> <li>▪ Define taxes and explain their purpose and impact on income.</li> <li>▪ Figure net monthly income.</li> </ul> <p><b>Concepts:</b> Career, Goals, Government, Income, Values, Salary, Taxes, Wages</p> <p><b>Skills:</b> Active listening, critical thinking and reasoning, collaboration, employing valid research strategies, information literacy, invention, self-knowledge and self-reflection, math computation, reading, speaking and listening, using technology to enhance productivity.</p>	<p>6.SL.2.1 6.RV.1</p> <p>7.SL.2.1 7.RV.1</p> <p>8.SL.2.1 8.RV.1</p> <p>9-10.SL.2.1 9-10.RV.1</p> <p>11-12.SL.2.1 11-12.RV.1</p>	<p>6.C.3</p>	<p><b>Financial Literacy</b> 8-2.1 8-2.3</p> <p>12-2.1 12-2.3</p> <p><b>Family and Consumer Sciences</b> FCS-MS 1.1 FCS-MS 1.2 FCS-MS 1.3 FCS-MS 2.1.3</p>
<p><b>Unit 2: Saving, Investing and Risk Management</b></p> <p>Students explore and compare saving and investing options as part of their overall financial planning. They also examine risk and how insurance may help protect savings from both planned and unplanned events.</p>	<p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the benefits of saving a portion of income for future use.</li> <li>▪ Explain short- and long-term saving options.</li> <li>▪ Explain some of the advantages and disadvantages of various saving and investing options.</li> <li>▪ Assess personal risk and risk management.</li> </ul> <p><b>Concepts:</b> Benefits, Goals, Interest, Saving, Savings, Investment, Opportunity cost, Risk</p> <p><b>Skills:</b> Active listening, brainstorming, comparing, critical thinking and reasoning, collaboration, decision making, following directions, information literacy, math computation, reading for information, self-direction, speaking and listening, teamwork, summary writing</p>	<p>6.RN.2.2 6.SL.2.1 6.RV.1</p> <p>7.SL.2.1 7.RV.1</p> <p>8.SL.2.1 8.RV.1</p> <p>9-10.SL.2.1 9-10.RV.1</p> <p>11-12.SL.2.1 11-12.RV.1</p>	<p>6.DS.2</p>	<p><b>Financial Literacy</b> 8-3.3 8-5.1.1 8-5.2.1 8-6.1.1-2 8-6.2.1-2 8-6.3.1</p> <p>12-3.3 12-5.1 12-6.1</p> <p><b>Family and Consumer Sciences</b> FCS-MS 2.1 FCS-MS 2.2.4 FCS-MS 5.1 FCS-MS 5.2</p>

# JA Finance Park

Unit Description	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Unit 3: Debit and Credit</b></p> <p>Students compare financial institutions and their services. Through discussion and a game activity, they also weigh the advantages and disadvantages of debit and credit. Students also examine the role that credit scores and credit reporting have on personal finances.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define financial institutions and identify the services they provide.</li> <li>▪ Examine debit and credit cards and their use.</li> <li>▪ Explain the benefits and common pitfalls of credit cards.</li> <li>▪ Explain the benefits of debit cards.</li> <li>▪ Define credit score and describe how it influences the ability to get credit and borrow money.</li> </ul> <p><b>Concepts:</b> Banking, Credit, Credit reports, Credit score, Debit, Debt, Deposit insurance, Financial responsibility, Identity theft, Interest, Loans, Payment methods</p> <p><b>Skills:</b> Comprehension and collaborative learning, critical thinking and reasoning, information literacy, inquiry, speaking and listening, research strategies, self-direction, small group discussion, vocabulary acquisition</p>	<p>6.SL.2.1 6.RV.1</p> <p>7.SL.2.1 7.RV.1</p> <p>8.SL.2.1 8.RV.1</p> <p>9-10.SL.2.1 9-10.RV.1</p> <p>11-12.SL.2.1 11-12.RV.1</p>		<p>8.4.9 E.6.3</p> <p><b>Financial Literacy</b> 8-3.3 8-4.1.1 8-4.1.2 8-4.1.3 8-4.2.1 8-4.2.2 8-4.3.1 8-4.3.2</p> <p>12-3.3 12-4.1 12-4.2 12-4.3</p> <p><b>Family and Consumer Sciences</b> FCS-MS 2.1.1 FCS-MS 2.2.3</p>
<p><b>Unit 4: Budget+</b></p> <p>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Categorize spending by needs and wants.</li> <li>▪ Compare teen and adult spending patterns.</li> <li>▪ Determine which categories belong in a budget.</li> <li>▪ Relate the need to save money to meet goals.</li> <li>▪ Prepare a budget using goals and income.</li> </ul> <p><b>Concepts:</b> Wants and needs, Goal setting, Impulse buying, Budgets, Categorizing spending</p> <p><b>Skills:</b> Active listening, critical thinking, self-knowledge, self-reflection, math computation, reading, working in pairs and teams, and interpreting and working with data</p>	<p>6.RN.2.1 6.SL.2.1 6.RV.1</p> <p>7.RN.2.1 7.SL.2.1 7.RV.1</p> <p>RI.8.1 8.SL.2.1 8.RV.1</p> <p>9-10.SL.2.1 9-10.RV.1</p> <p>11-12.SL.2.1 11-12.RV.1</p>	6.C.3	<p><b>Financial Literacy</b> 8-1.4 8-3.1 8-3.4.1 8-3.4.2 8-3.4.3 8-3.6.1 8-3.6.2 8-3.6.3</p> <p>12-1.4 12-3.1 12-3.6</p> <p><b>Family and Consumer Sciences</b> FCS-MS 2.1.1 FCS-MS 2.1.2 FCS-MS 2.2.1 FCS-MS 5.2</p>

# JA Finance Park

Unit Description	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Unit 5: Simulation and Debriefing</b></p> <p>Students participate in the <i>JA Finance Park</i> simulation. They put into action all they have learned in the classroom by making important spending decisions and maintaining a balanced budget. Following their simulation experience, students participate in a reflective assessment.</p>	<p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Create a family budget using hypothetical life situations.</li> <li>▪ Make saving and investment decisions.</li> <li>▪ Reflect on their simulation experience.</li> </ul> <p><b>Concepts:</b> Budget, Expenses, Income, Needs, Savings, Taxes, Wages, Wants</p> <p><b>Skills:</b> Active listening, critical thinking, interpersonal communication, math computation, self-reflection, teamwork</p>	<p>6.RN.2.1 6.W.3.2 6.W.3.2 6.W.5</p> <p>7.RN.2.1 W.7.1 W.7.4 7.W.5</p> <p>RI.8.1 W.8.1 W.8.4 8.W.5</p> <p>RI.9-10.1 W.9-10.4 9-10.W.5</p> <p>W.11-12.4 11-12.W.5</p>	<p>6.C.3</p>	<p><b>Financial Literacy</b> 8-1.4 8-3.1 8-6.2.3 8-6.4.2</p> <p>12-1.4 12-3.1</p> <p><b>Family and Consumer Sciences</b> FCS-MS 2.1 FCS-MS 2.2 FCS-MS 5.1 FCS-MS 5.2</p>

# JA Global Marketplace – Blended Model

## Redeveloped 2015

Session Details	IN Social Studies	IN English Language Arts	
<p><b>Session One: We're All Connected</b></p> <p>Students explore how it is possible that inventions and products traded between countries can change the world.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define international trade.</li> <li>▪ Analyze how technology changes society by creating new jobs and making some jobs obsolete.</li> <li>▪ Evaluate how technology innovation creates a global community.</li> </ul>	<p><b>Grade 6</b> 6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. 6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.</p> <p><b>Grade 7</b> 7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.</p> <p><b>Grade 8</b> 8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.</p>	<p><b>Grade 6</b> 6.RN.2.1-3 6.RN.4.2 6.RV.1 6.RV.2.1-3 6.RV.3.2 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p><b>Grade 7</b> 7.RN.2.1-3 7.RN.4.2 7.RV.1 7.RV.2.1-3 7.RV.3.2 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p>	<p><b>Grade 8</b> 8.RN.2.1-3 8.RN.4.2 8.RV.1 8.RV.2.1-3 8.RV.3.2 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p>
<p><b>Session Two: Know Your Neighbors</b></p> <p>Students analyze cultural differences that can make an impact on international business. They learn through characters at the FreeTrade Market the importance of being culturally aware.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of cultural business practices around the world.</li> <li>▪ Articulate the importance of cultural awareness and sensitivity in international business.</li> </ul>	<p><b>Grade 6</b> 6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.</p> <p><b>Grade 7</b> 7.3.9 Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</p>	<p><b>Grade 6</b> 6.RV.1 6.RV.2.1-3 6.RV.3.2-3 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p><b>Grade 7</b> 7.RV.1 7.RV.2 7.RV.3.2-3 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p>	<p><b>Grade 8</b> 8.RV.1 8.RV.2.1 8.RV.3.2-3 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p>

# JA Global Marketplace – Blended Model

Session Details	IN Social Studies	IN English Language Arts	
<p><b>Session Three: Want to Trade?</b></p> <p>Students examine how trade works, why countries trade with other countries, and evaluate whether a single country could be completely self-sufficient.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define interdependence and describe examples of multinational trade and its effect on a single product.</li> <li>▪ Evaluate the pros and cons of trading with other countries.</li> </ul>	<p><b>Grade 6</b> 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.</p> <p><b>Grade 7</b> 7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.</p> <p>7.3.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country.</p> <p><b>Grade 8</b> 8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.</p>	<p><b>Grade 6</b> 6.RN.2.1-2 6.RN.4.1-2 6.RV.1 6.RV.2.1-2 6.RV.3.2 6.W.3.2 6.SL.1 6.SL.2.1-5 6.SL.3.1 6.SL.4.1</p> <p><b>Grade 7</b> 7.RN.2.1-2 7.RN.4.1-2 7.RV.1 7.RV.2.1-2 7.RV.3.2 7.W.3.2 7.SL.1 7.SL.2.1-5 7.SL.3.1 7.SL.4.1</p>	<p><b>Grade 8</b> 8.RN.2.1-2 8.RN.4.1-2 8.RV.1 8.RV.2.1 8.RV.3.2 8.W.3.2 8.SL.1 8.SL.2.1-5 8.SL.3.1 8.SL.4.1</p>
<p><b>Session Four: Wide World of Work</b></p> <p>Students interview staff and customers at the FreeTrade Market to learn why people leave their home countries to work elsewhere and what is required to get an international job.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain how economic factors, like a job, can cause people to move to another country.</li> <li>▪ Identify international career options and the requirements for that career, including a second language.</li> <li>▪ Evaluate factors involved in working for an international organization.</li> </ul>	<p><b>Grade 6</b> 6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas.</p> <p>6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p> <p><b>Grade 7</b> 7.3.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation</p> <p><b>Grade 8</b> 8.4.10 Compare and contrast job skills needed in different time periods in United States history.</p> <p>8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.</p>	<p><b>Grade 6</b> 6.RN.2.1-3 6.RV.1 6.RV.2.1-2 6.RV.3.2 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p><b>Grade 7</b> 7.RN.2.1-3 7.RV.1 7.RV.2.1-2 7.RV.3.2 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p>	<p><b>Grade 8</b> 8.RN.2.1-3 8.RV.1 8.RV.2.1 8.RV.3.2 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p>

Session Details	IN Social Studies	IN English Language Arts	
<p><b>Session Five: Tough Choices</b></p> <p>Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Analyze the ethical responsibility that business owners and consumers share with one another.</li> <li>▪ Evaluate what obligation business owners have for the safety and security of their employees and customers.</li> </ul>	<p><b>Grade 6</b> 6.4.8 Identify ways that societies deal with helpful and harmful externalities in Europe or the Americas.</p> <p><b>Grade 7</b> 7.4.6 Identify ways that societies deal with helpful and harmful externalities in Africa, Asia or the Southwest Pacific.</p> <p><b>Grade 8</b> 8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.</p>	<p><b>Grade 6</b> 6.RN.4.2 6.RV.1 6.RV.2.1-3 6.RV.3.2 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p><b>Grade 7</b> 7.RN.4.2 7.RV.1 7.RV.2.1-3 7.RV.3.2 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p>	<p><b>Grade 8</b> 8.RN.4.2 8.RV.1 8.RV.2.1-3 8.RV.3.2 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p>
<p><b>Session Six: What Is Money Really Worth?</b></p> <p>Students compare the value of international currency as their FreeTrade Market businesses pay for goods.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate how currency exchange affects international trade.</li> <li>▪ Explain currency exchange rate.</li> <li>▪ Use an exchange rate calculator.</li> <li>▪ Evaluate any obstacles to having a single global currency.</li> </ul>	<p><b>Grade 6</b> 6.4.3 Explain why international trade requires a system for exchanging currency between various countries.</p> <p><b>Grade 7</b> 7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.</p> <p><b>Grade 8</b> 8.4.6 Trace the development of different kinds of money used in the United States.</p>	<p><b>Grade 6</b> 6.RV.1 6.RV.2.1-2 6.RV.3.2 6.W.5 6.SL.1 6.SL.2.1-5 6.SL.3.1</p> <p><b>Grade 7</b> 7.RV.1 7.RV.2.1-2 7.RV.3.2 7.W.5 7.SL.1 7.SL.2.1-5 7.SL.3.1</p>	<p><b>Grade 8</b> 8.RV.1 8.RV.2.1 8.RV.3.2 8.W.5 8.SL.1 8.SL.2.1-5 8.SL.3.1</p>

<p><b>Session Seven: Fair Trade (volunteer- or teacher-led)</b></p> <p>Students examine a variety of trade barriers that are sometimes imposed by countries. They then go shopping in the market, where they face barriers and consequences that demonstrate the effects of international trade barriers.</p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define trade barriers and why they are used in international trade.</li> <li>▪ Evaluate how free trade and trade barriers affect trade between countries.</li> </ul>	<p><b>Grade 6</b> 6.2.5 Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.</p> <p><b>Grade 7</b> 7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.</p> <p><b>Grade 8</b> 8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.</p>	<p><b>Grade 6</b> 6.RN.2.1-2 6.RN.4.1-2 6.RV.1 6.RV.2.1-2 6.RV.3.2 6.W.3.2 6.SL.1 6.SL.2.1-5 6.SL.3.1 6.SL.4.1</p> <p><b>Grade 7</b> 7.RN.2.1-2 7.RN.4.1-2 7.RV.1 7.RV.2.1-2 7.RV.3.2 7.W.3.2 7.SL.1 7.SL.2.1-5 7.SL.3.1 7.SL.4.1</p>	<p><b>Grade 8</b> 8.RN.2.1-2 8.RN.4.1-2 8.RV.1 8.RV.2.1 8.RV.3.2 8.W.3.2 8.SL.1 8.SL.2.1-5 8.SL.3.1 8.SL.4.1</p>
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# JA It's My Business!

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Family & Consumer Sciences	IN Financial Literacy
<p><b>Session One: I Am an Entrepreneur</b></p> <p>Students identify entrepreneurial businesses and common entrepreneur characteristics.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define entrepreneurship</li> <li>▪ Identify four key entrepreneurial characteristics</li> <li>▪ Recognize personal entrepreneurial characteristics</li> </ul> <p><b>Concepts:</b> business, customer, entrepreneur, innovative, product, profit, service, Think Tank</p> <p><b>Skills:</b> active listening, deductive reasoning, following directions, group work, self-assessment</p>	<p>6.RV.3.2 6.SL.1 6.SL.2.1 6.SL.2.3  7.RV.3.2 7.SL.1 7.SL.2.1 7.SL.2.3  8.RV.3.2 8.SL.1 8.SL.2.1 8.SL.2.3</p>	<p>FCS-MS 1.1</p>	<p>8-2.1.1 8-2.1.2</p>
<p><b>Session Two: I Can Change the World</b></p> <p>Students consider customer needs to brainstorm a product design.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe how entrepreneurs fill a market need</li> <li>▪ Discuss the role of market research in determining market need and competitive advantage</li> </ul> <p><b>Concepts:</b> apprentice, creative, fill a need, innovative, market, market research, self-taught</p> <p><b>Skills:</b> active listening, brainstorming, estimating, group work, measuring, problem-solving</p>	<p>6.RV.3.2 6.SL.1 6.SL.2.1  7.RV.3.2 7.SL.1 7.SL.2.1  8.RV.3.2 8.SL.1 8.SL.2.1</p>		<p>FLE.2.1 FLE.3.4</p>
<p><b>Session Three: I Know My Customer</b></p> <p>Students create advertising ideas for products.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Create effective advertisements for a variety of businesses</li> </ul> <p><b>Concepts:</b> advertising, customer, market, marketing, product</p> <p><b>Skills:</b> creative thinking, critical thinking, decision-making, group work, self-assessment</p>	<p>6.RV.3.2 6.SL.1 6.SL.2.1 6.RN.2.1  7.RV.3.2 7.SL.1 7.SL.2.1 7.RN.2.1  8.RV.3.2 8.SL.1 8.SL.2.1 8.RN.2.1</p>	<p>FCS-MS 2.1.2</p>	

# JA It's My Business!

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Family & Consumer Sciences	IN Financial Literacy
<p><b>Session Four: I Have an Idea</b></p> <p>Students participate in an auction.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize how being creative and innovative are necessary entrepreneurial skills for starting a business</li> <li>▪ Verbally defend their decisions</li> </ul> <p><b>Concepts:</b> auction, auctioneer, bid, creative, innovative, profit</p> <p><b>Skills:</b> active listening, critical thinking, money management, self-assessment</p>	<p>6.RV.3.2 6.SL.1 6.SL.2.1 6.SL.2.3</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1 7.SL.2.3</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1 8.SL.2.3</p>	FCS-MS 5.2	
<p><b>Session Five: I See a Need</b></p> <p>Students develop a business plan.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Analyze how entrepreneurs use their knowledge and abilities to create businesses</li> <li>▪ Develop business plans based on set criteria</li> </ul> <p><b>Concepts:</b> business plan, fill a need, know your customer and product, be creative and innovative, social entrepreneur, society</p> <p><b>Skills:</b> analyzing information, critical thinking, group work, problem-solving, self-assessment</p>	<p>6.RV.3.2 6.SL.1 6.SL.2.1 6.RN.2.1</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1 7.RN.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1 8.RN.2.1</p>	FCS-MS 5.1	
<p><b>Session Six: Celebrate Entrepreneurs!</b></p> <p>Students identify their entrepreneurial characteristics.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify characteristics they share with entrepreneurs</li> <li>▪ Create a Personal Entrepreneur Profile</li> </ul> <p><b>Concepts:</b> fill a need, know your customer and product, be creative and innovative, believe in yourself, entrepreneur profile</p> <p><b>Skills:</b> analyzing, creative thinking, critical thinking, decision-making, interpreting information, point of view, self-assessment</p>	<p>6.SL.1 6.SL.2.1</p> <p>7.SL.1 7.SL.2.1</p> <p>8.SL.1 8.SL.2.1</p>	FCS-MS 1.3	

# JA It's My Future

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Academic Standards
<p><b>Session One: My Brand</b></p> <p>Through interviews, self-reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize that the choices they make in middle school can have a direct impact now and in the future.</li> <li>Identify corporate and personal brands that represent positive reputations.</li> <li>Design a logo as part of expressing a personal brand.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1</p>	<p><b>Guidance</b> 6-8.2.1</p>
<p><b>Session Two: Career Clusters</b></p> <p>Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all jobs.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Examine career clusters and the jobs in each cluster that they would like to further explore.</li> <li>Understand the interconnectivity and value of all types of jobs.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1</p>	<p><b>Financial Literacy</b> 8-2.1.1</p> <p><b>Guidance</b> 6-8.2.2</p>
<p><b>Session Three: High-Growth Careers</b></p> <p>Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize the four factors to consider in choosing a job.</li> <li>Describe industries that are forecasted to have high growth.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1 6.SL.4.2 6.RN.2.1</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1 7.SL.4.2 7.RN.2.1</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1 8.SL.4.2 8.RN.2.1</p>	<p><b>Financial Literacy</b> 8-2.2</p> <p><b>Guidance</b> 6-8.2.3 6-8.2.4 6-8.2.11</p>
<p><b>Session Four: Career Mapping</b></p> <p>Students explore how to use life experiences to develop work skills and how to map a path to employment goals.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify work skills already developed from experiences and activities.</li> <li>Plan significant markers they need to reach to earn a particular job.</li> </ul>	<p>6.SL.1 6.SL.2.1</p> <p>7.SL.1 7.SL.2.1</p> <p>8.SL.1 8.SL.2.1</p>	<p><b>Guidance</b> 6-8.2.6</p>

# JA It's My Future

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Academic Standards
<p><b>Session Five: On the Hunt</b></p> <p>Students are introduced to the basic aspects of job hunting through a scavenger hunt. They are given an organizing tool to keep all their vital job-hunting information in one place.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing.</li> <li>▪ Analyze where to look for a job.</li> <li>▪ Understand the importance of keeping a record of vital information.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.RN.2.1</p> <p>7.RV.3.2 7.SL.1 7.RN.2.1</p> <p>8.RV.3.2 8.SL.1 8.RN.2.1</p>	<p><b>Guidance</b> 6-8.2.7 6-8.2.8</p>
<p><b>Session Six: How to Keep (or Lose) a Job</b></p> <p>Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Differentiate between technical skills and soft skills.</li> <li>▪ Describe specific soft skills they already possess and those they need to practice.</li> </ul>	<p>6.RV.3.2 6.SL.1 6.SL.2.1 6.RN.2.1 6.W.3.2</p> <p>7.RV.3.2 7.SL.1 7.SL.2.1 7.RN.2.1 7.W.3.2</p> <p>8.RV.3.2 8.SL.1 8.SL.2.1 8.RN.2.1 8.W.3.2</p>	<p><b>Social Studies</b> 6.4.7</p> <p><b>Guidance</b> 6-8.3.10</p>

# JA Be Entrepreneurial

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Entrepreneurship and New Ventures	IN Social Studies
<p><b>Session One: Introduction to Entrepreneurship</b></p> <p>Students test their knowledge about entrepreneurship, and they begin the process to select a product or service for a business venture.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the elements of a successful business start-up</li> <li>▪ Evaluate myths and facts about entrepreneurship</li> <li>▪ Consider product-development options</li> </ul> <p><b>Concepts:</b> entrepreneur, entrepreneurial spirit, non-profit business, product development, social entrepreneur</p> <p><b>Skills:</b> analyzing information, categorizing data, decision-making, evaluating alternatives, oral and written communication, presenting information, working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>ENV-1.1 ENV-1.2 ENV-1.7</p>	<p>E.1.2</p>
<p><b>Session Two: What's My Business?</b></p> <p>Students select a product or service for a business venture.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the importance of carefully selecting a product or service before starting a business</li> <li>▪ Apply passions, talents, and skills to a market-needs assessment to determine the basis of a business plans.</li> </ul> <p><b>Concepts:</b> entrepreneur, franchise, non-profit business, product development</p> <p><b>Skills:</b> analyzing information, categorizing data, decision-making, evaluating alternatives, oral and written communication, presenting information, reading for understanding, working pairs</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 9-10.RN.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>ENV-1.6 ENV-6.2</p>	<p>E.1.2 E.2.2</p>

# JA Be Entrepreneurial

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Entrepreneurship and New Ventures	IN Social Studies
<p><b>Session Three: Who’s My Customer?</b></p> <p>Students analyze potential markets.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the importance of analyzing markets</li> <li>▪ Apply a needs assessment to the market available to a specific product</li> </ul> <p><b>Concepts:</b> advertisement, entrepreneur, customer, demographic, market needs, marketing</p> <p><b>Skills:</b> analyzing information, categorizing data, decision-making, evaluating alternatives, graphic presentation, oral and written communication, presenting information, reading for understanding, working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 9-10.SL.4.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1 11-12.SL.4.1</p>	<p>ENV-3.2 ENV-3.3</p>	<p>E.2.2</p>
<p><b>Session Four: What’s My Advantage?</b></p> <p>Students determine how to set a product apart from competition.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define competitive advantages and recognize them in other businesses</li> <li>▪ Express the importance of selecting competitive advantages that offer an edge over the competition for a product and market</li> </ul> <p><b>Concepts:</b> competitive advantages, customer, entrepreneur, profit, product</p> <p><b>Skills:</b> analyzing information, categorizing data, decision-making, evaluating alternatives, graphic presentation, oral and written communication, presenting information, reading for understanding, working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>ENV-3.2</p>	

# JA Be Entrepreneurial

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Entrepreneurship and New Ventures	IN Social Studies
<p><b>Session Five: Competitive Advantages</b></p> <p>Students decide how to set a product or service apart from the competition.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Evaluate competitive advantages</li> <li>▪ Select competitive advantages that will drive a developing business venture</li> </ul> <p><b>Concepts:</b> competitive advantages, entrepreneur, profit</p> <p><b>Skills:</b> analyzing information, categorizing data, decision-making, evaluating alternatives, oral and written communication, reading for understanding, working in groups</p>	<p>9-10.SL.1 9-10.SL.2.1</p> <p>11-12.SL.1 11-12.SL.2.1</p>	<p>ENV-3.2</p>	<p>E.1.2 E.1.3 E.2.2</p>
<p><b>Session Six: Ethics Are Good for Business</b></p> <p>Students consider consequences in making ethical business decisions.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Evaluate short- and long-term consequences in making ethical decisions</li> <li>▪ Express that being ethical can be good for business</li> </ul> <p><b>Concepts:</b> consequences, entrepreneur, ethical dilemma, ethics, social responsibility, stakeholder</p> <p><b>Skills:</b> analyzing information, categorizing data, decision-making, expressing multiple viewpoints, evaluating alternatives, oral and written communication, reading for understanding, weighing consequences, working in pairs</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>ENV-1.7</p>	

# JA Be Entrepreneurial

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Entrepreneurship and New Ventures	IN Social Studies
<p><b>Session Seven: The Business Plan</b></p> <p>Students compile a sample business plan.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Compile entrepreneurial elements into a sample business plan</li> </ul> <p><b>Concepts:</b> business plan, competitive advantages, entrepreneur, ethics, financing, management, market, product development</p> <p><b>Skills:</b> analyzing information, business planning, categorizing data, decision-making, evaluating alternatives, oral and written communication, reading for understanding, working in pairs</p>	<p>9-10.SL.1 9-10.RN.2.1</p> <p>11-12.SL.1 11-12.RN.2.1</p>	<p>ENV-8.1</p>	

# JA Career Success

Session Descriptions	Key Learning Objectives	IN English Language Arts	Preparing for College & Careers
<p><b>Session One: Get Hired: Critical Thinking and Creativity</b></p> <p>Students are introduced to the need to be work ready by developing the 4Cs skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Use a problem-solving technique to solve personal and professional problems.</li> <li>Apply critical-thinking skills to work-based problems.</li> <li>Recognize that decisions made in the workplace have consequences.</li> </ul>	9-10.RV.3.2 9-10.SL.1  11-12.RV.3.2 11-12.SL.1	PCC-6.5
<p><b>Session Two: Get Hired: Communication and Conflict-Management Skills</b></p> <p>Students apply communication skills to resolve conflicts in work-based scenarios. Students will role-play conflicts and conflict management. They will explore behaviors that inflame conflict and behaviors that lead to a resolution.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize common responses to conflict.</li> <li>Apply conflict-management skills to resolve work-based issues.</li> </ul>	9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1  11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1	PCC-7.2
<p><b>Session Three: Get Hired: Collaboration and Creativity</b></p> <p>Students practice collaboration—a 4Cs skill—by using a teambuilding model referred to as the GRPI model (Goals, Roles and Responsibilities, Processes, and Interpersonal Relationship Skills). The model describes the behaviors found in high-performance teams in the workplace.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Demonstrate collaboration with team members to accomplish work-based challenges.</li> <li>Recognize the components of a high-performance team.</li> </ul>	9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1  11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1	PCC-6.4 PCC-7.2
<p><b>Session Four: Get Hired: Strong Soft Skills</b></p> <p>Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job interview workshop to communicate these skills to a potential employer.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Identify soft skills that are in demand by employers.</li> <li>Demonstrate personal soft skills in a mock interview.</li> </ul>	9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1  11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1	PCC-1.2 PCC-7.1 PCC-7.5
<p><b>Session Five: Know Your Work Priorities</b></p> <p>Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize the importance of being focused, proactive, and adaptable when exploring careers.</li> <li>Rank work environment priorities as an anchor for further career planning decisions.</li> </ul>	9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1  11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1	PCC-1.1 PCC-1.2

# JA Career Success

Session Descriptions	Key Learning Objectives	IN English Language Arts	Preparing for College & Careers
<p><b>Session Six: Know Who’s Hiring?</b></p> <p>In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Analyze requirements needed for high-growth industries, such as those offering STEM-related jobs.</li> <li>▪ Identify the education and training needed to be adaptable and competitive in the job market.</li> </ul>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 9-10.RN.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1 11-12.RN.2.1</p>	<p>PCC-2.1 PCC-2.2 PCC-2.4</p>
<p><b>Session Seven: Know Your Personal Brand</b></p> <p>Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Explore how to hunt for a job and the tools needed.</li> <li>▪ Determine choices they can make to create a positive personal brand as they build their careers.</li> </ul>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>PCC-6.5 PCC-7.3</p>

# JA Company Program – Blended Model

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Entrepreneurship & New Ventures
<p><b>Meeting One: Ignite Your Entrepreneurial Spirit</b></p> <p><b>Company Ops:</b> Members examine their own entrepreneurial traits and then explore the company structure and what each member brings to the team.</p> <p><b>Deeper Dive:</b> Members test their knowledge of entrepreneurial myths and facts.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Compare entrepreneurship myths and truths and apply this understanding to relevant examples.</li> <li>▪ Apply entrepreneurial thinking personally and professionally.</li> <li>▪ Utilize a work inventory to identify personal skills, knowledge, and interests needed for entrepreneurship.</li> </ul>	<p>9-10.RN.2.1 9-10.W.4 9-10.SL.2.1 9-10.W.6.1</p> <p>11-12.RN.2.1 11-12.SL.2.1 11-12.W.6.1</p>	<p>ENV-1.1 ENV-1.2</p>
<p><b>Meeting Two: Fill a Need</b></p> <p><b>Company Ops:</b> Members use creative thinking and brainstorming to explore potential products and services that could fill a need or solve a problem in the market.</p> <p><b>Deeper Dive:</b> Members participate in a group decision-making process to narrow their potential products or services.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify product or service ideas based on needs or problems in their life or community.</li> <li>▪ Utilize brainstorming, needs analysis, and group decision making in a real-world task.</li> </ul>	<p>9-10.RN.2.1 9-10.SL.2.1 9-10.SL.4.2 9-10.W.6.1</p> <p>11-12.RN.2.1 11-12.SL.2.1 11-12.SL.4.2 11-12.W.6.1</p>	<p>ENV-3.1</p>
<p><b>Meeting Three: Vet the Venture</b></p> <p><b>Company Ops:</b> Companies conduct a preliminary examination of their top potential product or service ideas and decide to move forward or return to the idea phase.</p> <p><b>Deeper Dive:</b> Independently or in groups, members apply a SWOT analysis to their top business ideas.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Examine a business idea and conduct basic market research to vet a business venture prior to committing company resources.</li> <li>▪ Apply a SWOT analysis to a business idea.</li> </ul>	<p>9-10.RN.2.1 9-10.W.7 9-10.SL.2.1 9-10.W.6.1</p> <p>11-12.RN.2.1 11-12.W.5 11-12.SL.2.1 11-12.W.6.1</p>	<p>ENV-1.3 ENV-3.1 ENV-4.3 ENV-6.6</p>
<p><b>Meeting Four: Strategy and Structure</b></p> <p><b>Company Ops:</b> Members finalize their product or service and, in business teams, begin to develop their business plan through a series of specialized tasks.</p> <p><b>Deeper Dive:</b> Independently or in groups, members are introduced to the lean product development process.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the basic business cycle.</li> <li>▪ Produce a business plan with specific tasks and priorities.</li> </ul>	<p>9-10.RN.2.1 9-10.W.7 9-10.SL.2.1 9-10.W.6.1 9-10.RV.3.2</p> <p>11-12.RN.2.1 11-12.W.5 11-12.SL.2.1 11-12.W.6.1 11-12.RV.3.2</p>	<p>ENV-1.3 ENV-4.3 ENV-8.1 ENV-8.2</p>

# JA Company Program – Blended Model

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Entrepreneurship & New Ventures
<p><b>Meeting Five: Launch the Business</b></p> <p><b>Company Ops:</b> Business teams report on their tasks and findings and reach a consensus on major decisions as they launch the company and create a one-page business plan.</p> <p><b>Deeper Dive:</b> Members practice accountability as they present their one-page business plan to the local JA Board of Directors.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Launch a business venture using a finalized business plan and specific priorities.</li> <li>▪ Demonstrate accountability by creating a report on the key components of the finalized business plan to present to the local JA board.</li> </ul>	<p>9-10.RN.2.1 9-10.W.4 9-10.SL.2.1 9-10.W.6.1</p> <p>11-12.RN.2.1 11-12.W.4 11-12.SL.2.1 11-12.W.6.1</p>	<p>ENV-1.3 ENV-4.3 ENV-8.1 ENV-8.2</p>
<p><b>Meeting Six: Capitalize a Venture</b></p> <p><b>Company Ops:</b> Business teams provide their first status update on their assigned tasks, review their priorities, and conduct ongoing company business.</p> <p><b>Deeper Dive:</b> Independently or in groups, members examine types of capitalization and practice the art of the pitch for future start-up capital.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Analyze types of capitalization and evaluate their pros and cons related to a venture’s specific needs.</li> <li>▪ Create a pitch to a potential investor.</li> </ul>	<p>9-10.RN.2.1 9-10.W.4 9-10.SL.2.1 9-10.SL.4.1 9-10.SL.4.2 9-10.W.6.1 9-10.RV.3.2</p> <p>11-12.RN.2.1 11-12.W.4 11-12.SL.2.1 11-12.SL.4.2 11-12.W.6.1 11-12.RV.3.2</p>	<p>ENV-1.3 ENV-4.3 ENV-5.4 ENV-8.1 ENV-8.2</p>
<p><b>Meeting Seven: Leadership</b></p> <p><b>Company Ops:</b> Business teams provide their status updates on their assigned tasks, review their priorities, and conduct ongoing company business.</p> <p><b>Deeper Dive:</b> Independently or in groups, participants explore aspects of leadership.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize how to influence a group as a leader.</li> <li>▪ Identify various types of leadership and decision-making styles.</li> </ul>	<p>9-10.RN.2.1 9-10.W.4 9-10.SL.2.1 9-10.W.6.1</p> <p>11-12.RN.2.1 11-12.SL.2.1 11-12.W.6.1</p>	<p>ENV-1.3 ENV-1.3 ENV-1.4 ENV-4.3 ENV-8.1 ENV-8.2</p>
<p><b>Meeting Eight: Sales</b></p> <p><b>Company Ops:</b> Business teams provide their status updates on their assigned tasks, review their priorities, and conduct ongoing company business.</p> <p><b>Deeper Dive:</b> Independently or in groups, members practice sales techniques through a video blog.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Apply sales strategies and techniques to a business start-up.</li> <li>▪ Display knowledge of their customers.</li> <li>▪ Recognize the value of customer service to the bottom line—service before, during, and after the sale.</li> </ul>	<p>9-10.RN.2.1 9-10.W.4 9-10.W.7 9-10.SL.2.1 9-10.SL.4.1 9-10.W.6.1</p> <p>11-12.RN.2.1 11-12.W.4 11-12.W.5 11-12.SL.2.1 11-12.W.6.1</p>	<p>ENV-1.3 ENV-4.3 ENV-8.1 ENV-8.2</p>

# JA Company Program – Blended Model

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Entrepreneurship & New Ventures
<p><b>Meeting Nine: Marketing and Communication</b></p> <p><b>Company Ops:</b> Business teams provide their status updates on their assigned tasks, review their priorities, and conduct ongoing company business.</p> <p><b>Deeper Dive:</b> Independently or in groups, participants explore marketing through a virtual job shadow of top professionals from across the country.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify a competitive advantage, conduct market research, and communicate with the customer.</li> <li>▪ Apply the 4P’s of Marketing to a business venture.</li> </ul>	<p>9-10.RN.2.1 9-10.SL.2.1 9-10.W.6.1</p> <p>11-12.RN.2.1 11-12.SL.2.1 11-12.W.6.1</p>	<p>ENV-1.3 ENV-3.1 ENV-4.3 ENV-8.1 ENV-8.2</p>
<p><b>Meeting Ten: Supply Chain</b></p> <p><b>Company Ops:</b> Business teams provide their status updates on their assigned tasks, review their priorities, and conduct ongoing company business.</p> <p><b>Deeper Dive:</b> Independently or in groups, members explore the basic supply chain and examine quality control techniques.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize the three basic links in the supply chain for a business startup.</li> <li>▪ Understand how quality control can affect a business’s profits.</li> </ul>	<p>9-10.RN.2.1 9-10.SL.2.1 9-10.W.6.1 9-10.RV.3.2</p> <p>11-12.RN.2.1 11-12.SL.2.1 11-12.W.6.1 11-12.RV.3.2</p>	<p>ENV-1.3 ENV-4.3 ENV-8.1 ENV-8.2</p>
<p><b>Meeting Eleven: Know the Numbers</b></p> <p><b>Company Ops:</b> Business teams conduct their final, regular status updates on their assigned tasks, review their priorities, and begin to wrap up the company business.</p> <p><b>Deeper Dive:</b> Independently or in groups, members practice using the company’s financial tools for their own future business idea.</p>	<p><b>Objectives:</b> The students will: Students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Use financial tools to make information-based decisions.</li> <li>▪ Manage the capital, income, expenses, and other financials of the company in a transparent manner.</li> </ul>	<p>9-10.RN.2.1 9-10.SL.2.1 9-10.W.6.1 9-10.RV.3.2</p> <p>11-12.RN.2.1 11-12.SL.2.1 11-12.W.6.1 11-12.RV.3.2</p>	<p>ENV-1.3 ENV-4.3 ENV-5.2 ENV-5.3 ENV-8.1 ENV-8.2</p>
<p><b>Meeting Twelve: Cash Out</b></p> <p><b>Company Ops:</b> Members conclude remaining company business and liquidate the business.</p> <p><b>Deeper Dive:</b> The business teams compile their annual report for stakeholders.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Separate from the JA Area and finalize all JA Company responsibilities.</li> <li>▪ Create an Annual Report for stakeholders.</li> </ul>	<p>9-10.RN.2.1 9-10.W.1 9-10.SL.2.1 9-10.W.6.1</p> <p>11-12.RN.2.1 11-12.W.1 11-12.SL.2.1 11-12.W.6.1</p>	<p>ENV-1.3 ENV-4.3 ENV-5.2 ENV-5.3 ENV-6.8</p>

# JA Company Program – Blended Model

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Entrepreneurship & New Ventures
<p><b>Meeting Thirteen: Move Forward</b></p> <p><b>Company Ops:</b> Having concluded the company business, participants create their own Personal Action Plans, using knowledge gained throughout the program.</p> <p><b>Deeper Dive:</b> Individuals explore interests, skills, preferences, and educational opportunities to focus their next professional steps.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Create a Personal Action Plan reflecting the entrepreneurial skills and tools gained in the program.</li> <li>▪ Identify the Return on Investment (ROI) of education in career preparation.</li> <li>▪ Recognize interests, skills, and preferences that would affect career decisions.</li> <li>▪ Celebrate accomplishments.</li> </ul>	<p>9-10.RN.2.1 9-10.W.6.1 9-10.RV.3.2</p> <p>11-12.RN.2.1 11-12.W.6.1 11-12.RV.3.2</p>	<p>ENV-1.3 ENV-4.3</p>

# JA Economics

Topic Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Topic One: Introduction to Economics</b></p> <p>Chapters 1 and 2 introduce the basic economic problems facing all societies and focus on the structure and values underlying the U.S. economic system.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the nature of human wants and how they are satisfied</li> <li>▪ Identify and define the four factors of production</li> <li>▪ Define the meanings of scarcity and opportunity cost</li> <li>▪ Explain the key ideas in the economic way of thinking</li> <li>▪ Explain what it means to think at the margin</li> <li>▪ Describe the choices businesses face and a major goal of business</li> <li>▪ Identify the basic economic decisions facing all societies</li> <li>▪ Describe the two branches of economics</li> <li>▪ Recognize the pillars of free enterprise</li> <li>▪ Describe the nature of economic systems</li> <li>▪ Explain the three kinds of models economists use</li> <li>▪ Describe how the circular flow of money, resources, and products explains the function of a free market economy</li> <li>▪ Define money and explain its three functions</li> <li>▪ Identify the goals of the U.S. economic system</li> </ul>	<p>9-10.RV.3.2 9-10.RV.2.1 9-10.SL.1</p> <p>11-12.RV.3.2 11-12.RV.2.1 11-12.SL.1</p>		<p>E.1.1 E.1.2 E.1.4 E.1.5 E.1.6 E.1.7 E.1.8 E.1.9 E.2.5 E.6.1</p> <p><b>Financial Literacy</b> 12-1.4.2</p>

# JA Economics

Topic Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Topic Two: Supply, Demand, Market Prices, and the Consumer</b></p> <p>Chapters 3 through 5 describe the price system and the operation of the laws of supply and demand in a market economy, and supply students with analytical tools they can use throughout the course. Chapter 6 focuses on the role of consumers in a market economy and various consumer issues.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Explain the role prices play in a market economy</li> <li>▪ Define demand and describe how it illustrates the price effect</li> <li>▪ Describe the relationship between individuals’ demands and market demand</li> <li>▪ Define the price elasticity of demand</li> <li>▪ Describe the difference between the price effect and a change in demand</li> <li>▪ Describe how supply is related to opportunity cost</li> <li>▪ Explain why producers want to sell more of something at higher prices and less at lower prices</li> <li>▪ Describe the relationship between market supply and the supplies of individual sellers</li> <li>▪ Explain the price elasticity of supply and what determines it</li> <li>▪ Describe the difference between the price effect and a change in supply</li> <li>▪ Explain the nature of shortages and surpluses and how market competition eliminates them</li> <li>▪ Describe how market-clearing prices motivate people to produce goods and services</li> <li>▪ Describe the kinds of changes that occur in demand and supply, and how these changes affect market-clearing prices</li> <li>▪ Identify the two main sources of household income</li> <li>▪ Describe the factors that influence wealth accumulation</li> <li>▪ Explain how personal budgets help people make good financial choices</li> <li>▪ Identify saving and investment options</li> <li>▪ Describe advantages and disadvantages of using credit</li> <li>▪ Explain how consumer interests are protected in our economy</li> </ul>	<p>9-10.RV.3.2 9-10.RV.2.1 9-10.SL.1 9-10.ML.1 9-10.ML.2.1</p> <p>11-12.RV.3.2 11-12.RV.2.1 11-12.SL.1 11-12.ML.1 11-12.ML.2.1</p>	<p>A1.DS.2</p>	<p>E.2.1 E.2.2 E.2.3 E.2.4 E.2.5 E.6.6 E.6.7</p> <p><b>Financial Literacy</b> 12-1.3.2 12-2.2.1 12-3.1.1 12-3.1.2 12-4.1.1 12-4.1.2 12-6.2.1 12-6.2.2 12-6.3.1</p>

# JA Economics

Topic Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Topic Three: Businesses and Their Resources</b></p> <p>Chapters 7 through 11 discuss the business and economic principles that guide decision-making in business firms. The roles of profit, business organization, business finance, productivity, market structure, and other related topics are addressed.</p>	<p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify the characteristics of entrepreneurs</li> <li>▪ Explain the role of small business in the U.S. economy</li> <li>▪ Identify information that can be helpful in starting a small business</li> <li>▪ Explain advantages and disadvantages of various business organizations</li> <li>▪ Describe how large corporations are organized</li> <li>▪ Describe how financial markets help businesses obtain capital resources</li> <li>▪ Define equity and explain how it is used to finance business growth</li> <li>▪ Identify the ways businesses save</li> <li>▪ Define what a stock market is and describe why it is important</li> <li>▪ Distinguish between a balance and an income statement</li> <li>▪ Define Gross Domestic Product (GDP) and how it is measured</li> <li>▪ Explain how real GDP is calculated and how changes in real GDP affect living standards</li> <li>▪ Define real per capita GDP</li> <li>▪ Identify ways in which businesses have improved productivity</li> <li>▪ Explain why production costs change as output changes</li> <li>▪ Define the law of diminishing marginal returns</li> <li>▪ Explain economies of scale</li> <li>▪ Describe how labor productivity enables businesses to provide better and lower-priced products</li> <li>▪ Describe major changes in the U.S. labor force over the past 100 years</li> <li>▪ Identify what accounts for differences in wages and salaries</li> <li>▪ Identify non-market forces that affect the labor force</li> <li>▪ Describe how unions arose in the U.S. and how their growth was influenced by legislation</li> <li>▪ Identify aspects of current labor-management relations</li> <li>▪ Explain how firms in the four types of market structure make production and pricing decisions</li> <li>▪ Describe the types of business mergers</li> <li>▪ Explain how marketing helps businesses compete</li> <li>▪ Identify the 4P's of marketing</li> </ul>	<p>9-10.RV.3.2 9-10.RV.2.1 9-10.SL.1 9-10.W.3.1</p> <p>11-12.RV.3.2 11-12.RV.2.1 11-12.SL.1 11-12.W.3.1</p>	<p>A1.DS.2</p>	<p>E.1.2 E.2.7 E.2.8 E.3.1 E.3.2 E.3.3 E.5.1 E.5.3</p> <p><b>Financial Literacy</b> 12-2.1.1</p>

# JA Economics

Topic Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Topic Four: Government, Banking, and Economic Stability</b></p> <p>In chapters 12 through 14, the focus shifts to the larger economy and the roles of government and financial institutions, as well as monetary and fiscal policies used to moderate the economy's ups and downs.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the four referee roles the federal government fulfills in the economy</li> <li>▪ Explain how the federal government manages the economy</li> <li>▪ Describe how the federal government spends and raises its money</li> <li>▪ Identify and define the two principles of taxation</li> <li>▪ Explain how proportional, progressive, and regressive taxes differ</li> <li>▪ Describe the justifications for and the criticisms of federal deficits and the national debt</li> <li>▪ Define money and describe its functions</li> <li>▪ Describe the kind of money in use in the united states</li> <li>▪ Explain the services banks and other financial institutions offer</li> <li>▪ Describe how banks create money</li> <li>▪ Explain what the federal reserve system is and what it does</li> <li>▪ Explain why the value of money changes</li> <li>▪ Identify the nature of inflation and describe how people are affected by it</li> <li>▪ Identify and describe the major indicators economists use to measure the health of the economy</li> <li>▪ Explain the components of the gross domestic product</li> <li>▪ Define unemployment and describe the types of unemployment</li> <li>▪ Explain the tools of fiscal policy</li> <li>▪ Explain the tools of monetary policy</li> <li>▪ Describe the advantages and disadvantages of fiscal and monetary policies</li> </ul>	<p>9-10.RV.3.2 9-10.RV.2.1 9-10.SL.1</p> <p>11-12.RV.3.2 11-12.RV.2.1 11-12.SL.1</p>		<p>E.4.1 E.4.2 E.4.3 E.4.5 E.4.6 E.4.7 E.5.1 E.5.3 E.5.4 E.5.6 E.5.7 E.6.1 E.6.2 E.6.3 E.6.4 E.6.5 E.7.1 E.7.2 E.7.3 E.7.4</p> <p><b>Financial Literacy</b> 12-2.2.2</p>

# JA Exploring Economics

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Social Studies	IN Financial Literacy 2008
<p><b>Session One: Economic Systems—Who Makes the Big Decisions?</b></p> <p>Examine how the economic system a society uses for production, distribution, and consumption of goods and services significantly affects the individuals in that society.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Analyze the impact of a society’s economic system on the decisions it makes about the production, distribution, and consumption of goods and services.</li> <li>Evaluate how the following characteristics affect the efficiency of a market: money, private property, limited government, exchange of resources in available markets, and entrepreneurship</li> </ul> <p><b>Concepts:</b> Command economy, Distribution, Economic systems, Economics, Market economy, Production</p> <p><b>Skills:</b> Analyzing information, Categorizing data, Decision-making, Evaluating alternatives, Oral and written communication, Reading for understanding, Working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 9-10.RN.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>E.1.4 E.1.7 E.1.8 E.2.2 E.4.1</p>	
<p><b>Session Two: Supply and Demand—What’s It Worth to You?</b></p> <p>Illustrate the impact of supply and demand on the economy by participating in an economic situation using real-life examples.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Review the concepts of supply and demand.</li> <li>Define the term market-clearing price.</li> <li>Demonstrate the interaction between supply and demand in a free-market economy.</li> <li>Respond to real-life examples of price and other market forces that influence supply and demand and the market-clearing price.</li> </ul> <p><b>Concepts:</b> Demand, Economics, Market-clearing Price, Supply, Supply and demand</p> <p><b>Skills:</b> Analyzing information, Categorizing data, Decision-making, Evaluating alternatives, Listening for understanding, Oral and written communication, Working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>E.2.1 E.2.3 E.2.4 E.2.5</p>	

# JA Exploring Economics

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Social Studies	IN Financial Literacy 2008
<p><b>Session Three: Supply and Demand—The JA Market Game</b></p> <p>Demonstrate the interaction of supply and demand and how market forces affect the prices of products.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Explain the interaction between supply and demand in a free-market economy, with the market’s drive toward the market-clearing price.</li> <li>Apply real-life examples of market forces that influence supply and demand</li> </ul> <p><b>Concepts:</b> Demand, Economics, Market-clearing Price, Supply</p> <p><b>Skills:</b> Analyzing information, Categorizing data, Charting, Decision-making, Graphing, Negotiating, Oral and written communication, Working in groups</p>	<p>9-10.SL.1 9-10.SL.2.1</p> <p>11-12.SL.1 11-12.SL.2.1</p>	<p>E.1.4 E.2.3 E.2.5</p>	
<p><b>Session Four: Saving, Spending, and Investing</b></p> <p>Explore concepts related to consumers, savers, and investors, including how wealth increases in different saving and investing options. Compare the characteristics, risks, and rewards of several options.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize ways to earn and increase wealth through saving and investing.</li> <li>Analyze examples of wealth acquired through saving and investing.</li> <li>Evaluate different methods of saving and investing, including varied risk and rewards.</li> </ul> <p><b>Concepts:</b> Banks as borrower and lender, Economics, Investing options, Risk versus reward, Saving options, Simple interest</p> <p><b>Skills:</b> Analyzing information, Categorizing data, Decision-making, Oral and written communication, Public speaking, Reading for understanding, Working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 9-10.RN.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>E.6.3 E.6.6 E.6.7</p>	<p>12-1.4.2 12-6.2.1</p>
<p><b>Session Five: Government’s Role in the Market</b></p> <p>Analyze the effect of government on the economy, including intervention through the production of public goods and services, taxes, and its role in protecting private property.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Categorize public versus private goods, and explain why governments intervene in the economy by providing public goods.</li> <li>Express why individuals and businesses pay taxes.</li> <li>Analyze the impact of the government’s role in protecting private property.</li> </ul> <p><b>Concepts:</b> Economics, Free-rider problem, Non-rivalry, Private property, Public vs. private goods, Public vs. private sector, Taxes</p> <p><b>Skills:</b> Analyzing information, Categorizing data, Decision-making, Oral and written communication, Public speaking, Working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>E.1.8 E.4.1 E.4.2</p>	

# JA Exploring Economics

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Social Studies	IN Financial Literacy 2008
<p><b>Session Six: Money, Inflation, and the CPI</b></p> <p>Learn about inflation and its effect on prices, consumer purchasing power, the willingness of financial institutions to loan money, and how the Consumer Price Index (CPI) monitors inflation.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Explain and calculate how the Consumer Price Index (CPI) measures consumer prices.</li> <li>▪ Recognize that inflation can impair a market economy by affecting consumer confidence and funds available for investment.</li> </ul> <p><b>Concepts:</b> Consumer Price Index (CPI), Consumer purchasing power, Economics, Federal Reserve System, Inflation, Inflation rate, Percentage change, United States Bureau of Labor Statistics (BLS)</p> <p><b>Skills:</b> Analyzing information Categorizing data, Oral and written communication, Public speaking, Reading for understanding, Solving algebraic equations, Working in pairs</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>E.5.4 E.6.1</p>	
<p><b>Session Seven: International Trade</b></p> <p>Compare trade policies and the global economy based on the increased utility (satisfaction) of international trade.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the significance of international trade.</li> <li>▪ Analyze the impact of trade on national and international utility.</li> </ul> <p><b>Concepts:</b> Economic isolationism, Economics, International trade, Regional trade, Trade restrictions, Tariff, Utility, World trade</p> <p><b>Skills:</b> Categorizing data, Evaluating information, Negotiating, Oral and written communication, Public speaking, Working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>E.8.1 E.8.2</p>	

# JA Job Shadow

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Preparing for College and Careers
<p><b>Session One: Before the Hunt</b></p> <p>Students are introduced to the <i>JA Job Shadow</i> program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interest, work priorities, and job outlook.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize career clusters that match their skills and interest.</li> <li>▪ Demonstrate self-awareness of their soft skills in work scenarios.</li> </ul>	<p>9-10.RV.3.2 9-10.SL.1 9-10.RN.2.1</p> <p>11-12.RV.3.2 11-12.SL.1</p>	PCC-2.1
<p><b>Session Two: Perfect Match</b></p> <p>Students review the Seven Steps to Get Hired and Succeed and analyze job hunting skills. They then participate in mock interviews to prepare for the Job Shadow Challenge at the site visit.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Review methods of identifying job openings.</li> <li>▪ Demonstrate professional interviewing skills.</li> <li>▪ Express expectations for the upcoming site visit.</li> </ul>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	PCC-7.1 PCC-7.3
<p><b>Session Three: Get Hired – Collaboration and Creativity</b></p> <p>Students reflect on what they learned before and during the site visit, and they practice business communication by composing a thank-you note. They then create one of four career preparation tools: a career assessment, elevator pitch, resume, or infographic profile.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Evaluate personal priorities based on their site visit experience.</li> <li>▪ Showcase identified skills.</li> <li>▪ Apply program knowledge to at least one of four career preparation tools—career assessment, elevator pitch, resume, or infographic profile.</li> </ul>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 9-10.RN.2.1 9-10.W.3.1</p> <p>11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1 11-12.W.3.1</p>	PCC-7.1 PCC-7.3

**Note: Correlations in Session Three are dependent on which option student choose for a career preparation tool.**

# JA Personal Finance – Blended Model

*Redeveloped 2015*

Session Details	IN Financial Literacy Standards	IN English Language Arts	Literacy in History Social Studies
<p><b>Session One: Money for the Long Run</b></p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Define personal finance and why it matters.</li> <li>▪ Contrast being rich with using financial planning to be financially secure.</li> <li>▪ Express the relationship between career, education choices, and lifetime earnings.</li> </ul> <p><b>Concepts:</b> Earnings, Education, Lifetime earnings, Personal finances</p> <p><b>Skills:</b> Analyzing information, Comparing and contrasting, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing information</p>	<p><b>Standard 1: Financial Responsibility and Decision Making</b> FLE.1.5 Demonstrate communication strategies for discussing financial issues.</p> <p><b>Standard 2: Relating Income and Careers</b> FLE 2.1 Describe how career choice, education, skills, entrepreneurship, and economic conditions affect income.</p>	<p><b>Grades 9-10</b> 9-10.RV.2.1,5 9-10.RV.3.2 9-10.RN.2.1-2 9-10.W.3.2 9-10.SL.2.1-5 9-10.SL3.1</p> <p><b>Grades 11-12</b> 11-12.RV.2.1,5 11-12.RV.3.2 11-12.RN.2.1 11-12.RN.4.2 11-12.W.3.1 11-12.SL.2.1-5 11-12.SL.3.1</p>	<p><b>Grades 9-10</b> 9-10.LH.1.1-2 9-10.LH.2.1-2 9-10.LH.3.1 9-10.LH.4.2</p> <p><b>Grades 11-12</b> 11-12.LH.1.1-2 11-12.LH.2.1 11-12.LH.3.1 11-12.LH.4.2</p>
<p><b>Session Two: Why Budget?</b></p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Plan, prioritize, and adjust expenses to meet a scenario based budget.</li> <li>▪ Identify the categories of expenses and then practice using a spending journal to track them as a preliminary budgeting step.</li> </ul> <p><b>Concepts:</b> Budgeting, Compound interest, Investing, Opportunity cost, Pay yourself first, Principal , Saving money, Savings</p> <p><b>Skills:</b> Analyzing information, Categorizing data, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing</p>	<p><b>Standard 3: Planning and Money Management</b> FLE 3.1 Demonstrate ability to use money management skills and strategies.  FLE.3.6 Develop a personal financial plan.</p>	<p><b>Grades 9-10</b> 9-10.RV.2.1,5 9-10.RV.3.2 9-10.RN.2.1-2 9-10.W.3.2 9-10.W.5 9-10.SL.2.1-5 9-10.SL3.1</p> <p><b>Grades 11-12</b> 11-12.RV.2.1,5 11-12.RV.3.2 11-12.RN.2.1 11-12.RN.4.2 11-12.W.3.1 11-12.W.5 11-12.SL.2.1-5 11-12.SL.3.1</p>	<p><b>Grades 9-10</b> 9-10.LH.1.1-2 9-10.LH.2.1-2 9-10.LH.3.1 9-10.LH.4.2</p> <p><b>Grades 11-12</b> 11-12.LH.1.1-2 11-12.LH.2.1 11-12.LH.3.1 11-12.LH.4.2</p>

# JA Personal Finance – Blended Model

*Redeveloped 2015*

Session Details	IN Financial Literacy Standards	IN English Language Arts	Literacy in History Social Studies
<p><b>Session Three: Anatomy of a Budget</b></p> <p><b>Objectives:</b> The students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze a variety of financial receipts and artifacts to determine income and expenses and then apply skills to complete a balanced budget.</li> <li>Demonstrate basic budget competencies</li> </ul> <p><b>Concepts:</b> Budget, Budgeting, Expense, Fixed Expenses, Income, Opportunity cost, Variable Expenses</p> <p><b>Skills:</b> Analyzing information, Categorizing data, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing, Working in teams</p>	<p><b>Standard 2: Relating Income and Careers</b> FLE.2.2 Identify sources of personal income.</p> <p><b>Standard 3: Planning and Money Management</b> FLE 3.1 Demonstrate ability to use money management skills and strategies.</p> <p><b>Standard 5: Risk Management and Insurance</b> FLE.5.2 Analyze the need for and value of various types of insurance across stages of the life cycle. <sup>ELO</sup></p>	<p><b>Grades 9-10</b> 9-10.RV.2.1,5 9-10.SL.2.1-5</p> <p><b>Grades 11-12</b> 11-12.RV.2.1,5 11-12.SL.2.1-5 11-12.SL.3.1</p>	<p><b>Grades 9-10</b> 9-10.LH.4.1</p> <p><b>Grades 11-12</b> 11-12.LH.4.1</p>
<p><b>Session Four: Breaking Even Isn't Enough</b></p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize the key reasons for saving.</li> <li>Apply the steps in developing a savings plan, including the concept of paying yourself first.</li> </ul> <p><b>Concepts:</b> Debt, Credit, Credit cards, Credit reports and scores, Interest</p> <p><b>Skills:</b> Analyzing information, Creativity, Evaluating alternative, Graphic presentation, Oral and written communication, Reading for understanding, Working in groups</p>	<p><b>Standard 6: Saving and Investing</b> FLE 6.1 Explain how saving contributes to financial wellbeing.</p> <p>FLE 6.2 Apply strategies for creating wealth and building assets.</p>	<p><b>Grades 9-10</b> 9-10.RV.2.1,5 9-10.RV.3.2 9-10.RN.2.1-2 9-10.W.3.2 9-10.SL.2.1-5</p> <p><b>Grades 11-12</b> 11-12.RV.2.1,5 11-12.RV.3.2 11-12.RN.2.1 11-12.RN.4.2 11-12.W.3.1 11-12.SL.2.1-5 11-12.SL.3.1</p>	<p><b>Grades 9-10</b> 9-10.LH.1.1-2 9-10.LH.2.1-2 9-10.LH.3.1 9-10.LH.4.2</p> <p><b>Grades 11-12</b> 11-12.LH.1.1-2 11-12.LH.2.1 11-12.LH.3.1 11-12.LH.4.2</p>

# JA Personal Finance – Blended Model

*Redeveloped 2015*

Session Details	IN Financial Literacy Standards	IN English Language Arts	Literacy in History Social Studies
<p><b>Session Five: The Benefits and Costs of Credit</b></p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize and prevent negative effects of a poor credit score and credit history.</li> <li>▪ Analyze the costs and benefits of various forms of credit.</li> </ul> <p><b>Concepts:</b> Credit, Credit cards, Credit reports and scores, Debt, Interest, Opportunity cost</p> <p><b>Skills:</b> Analyzing information, Creativity, Evaluating alternatives, Presentation, Oral and written communication, Reading for understanding, Working in groups</p>	<p><b>Standard 4: Managing Credit and Debt</b></p> <p>FLE 4.1 Analyze the costs and benefits of using various types of credit.</p> <p>FLE 4.2 Analyze factors that influence establishing and maintaining a good credit rating.</p> <p>FLE 4.3 Analyze methods and benefits of avoiding or correcting credit and debt problems.</p>	<p><b>Grades 9-10</b> 9-10.RV.2.1,5 9-10.RV.3.2 9-10.RN.2.1-2 9-10.W.3.2 9-10.SL.2.1-5</p> <p><b>Grades 11-12</b> 11-12.RV.2.1,5 11-12.RV.3.2 11-12.RN.2.1 11-12.RN.4.2 11-12.W.3.1 11-12.SL.2.1-5 11-12.SL.3.1</p>	<p><b>Grades 9-10</b> 9-10.LH.1.1-2 9-10.LH.2.1-2 9-10.LH.3.1 9-10.LH.4.2</p> <p><b>Grades 11-12</b> 11-12.LH.1.1-2 11-12.LH.2.1 11-12.LH.3.1 11-12.LH.4.2</p>
<p><b>Session Six: Maximize your Money</b></p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize and apply various techniques to maximize buying power.</li> <li>▪ Evaluate various selling techniques and situations to determine the best values.</li> </ul> <p><b>Concepts:</b> Bargain, Budget, Savvy Shopping, Value</p> <p><b>Skills:</b> Analyzing information, Comparison shopping, Evaluating alternatives, Oral and written communication, Reading for understanding, Working in groups</p>	<p><b>Standard 3: Planning and Money Management</b></p> <p>FLE 3.4 Apply consumer skills to purchase decisions.</p>	<p><b>Grades 9-10</b> 9-10.RV.2.1,5 9-10.RV.3.2 9-10.RN.2.1-2 9-10.W.3.2 9-10.SL.2.1-5 9-10.ML.2.1-2</p> <p><b>Grades 11-12</b> 11-12.RV.2.1,5 11-12.RV.3.2 11-12.RN.2.1 11-12.RN.4.2 11-12.W.3.1 11-12.SL.2.1-5 11-12.SL.3.1 11-12.ML.2.1-2</p>	<p><b>Grades 9-10</b> 9-10.LH.1.1-2 9-10.LH.2.1-2 9-10.LH.3.1 9-10.LH.4.2</p> <p><b>Grades 11-12</b> 11-12.LH.1.1-2 11-12.LH.2.1 11-12.LH.3.1 11-12.LH.4.2</p>

# JA Personal Finance – Blended Model

*Redeveloped 2015*

Session Details	IN Financial Literacy Standards	IN English Language Arts	Literacy in History Social Studies
<p><b>Session Seven: On Guard</b></p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Assess and prepare for diverse threats to personal information and finances online and offline.</li> <li>Identify the signs of identity theft and how to take action against fraud by using a credit report.</li> </ul> <p><b>Concepts:</b> Consumer protection, Credit report, Identity theft, Fraud, Personal information, Preventative measures</p> <p><b>Skills:</b> Analyzing information, Assessing threats, Oral and written communication, Reading for understanding, Working in groups</p>	<p><b>Standard 1: Financial Responsibility and Decision Making</b> FLE 1.6 Demonstrate strategies to control personal information.</p> <p>FLE.1.2 Analyze financial information from a variety of reliable sources.</p> <p>FLE.1.3 Utilize consumer protection laws and resources.</p>	<p><b>Grades 9-10</b> 9-10.RV.2.1,5 9-10.RV.3.2 9-10.RN.2.1-2 9-10.W.3.2 9-10.W.5 9-10.SL.2.1-5 9-10.SL.3.1-2 9-10.SL.4.2</p> <p><b>Grades 11-12</b> 11-12.RV.2.1,5 11-12.RV.3.2 11-12.RN.2.1 11-12.RN.4.2 11-12.W.3.1 11-12.W.5 11-12.SL.2.1-5 11-12.SL.3.1 11-12.SL.4.2</p>	<p><b>Grades 9-10</b> 9-10.LH.1.1-2 9-10.LH.2.1-2 9-10.LH.3.1 9-10.LH.4.2</p> <p><b>Grades 11-12</b> 11-12.LH.1.1-2 11-12.LH.2.1 11-12.LH.3.1 11-12.LH.4.2</p>
<p><b>Session Eight: Growing Money</b></p> <p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Recognize the many options for growing money through investing—each with different terms, risks, and rewards.</li> <li>Express the correlation between risk and reward when investing.</li> </ul> <p><b>Concepts:</b> Compound Interest, Investment analysis, Interest, Liquidity, Risk, Return, Reward</p> <p><b>Skills:</b> Analyzing information, Assessing risk, Filling out forms, Oral and written communication, Reading for understanding, Working in groups</p>	<p><b>Standard 5: Risk Management and Insurance</b> FLE 5.1 Analyze the nature of personal financial risk and the importance of protecting against financial loss.</p> <p>FLE.5.3 Apply concepts related to financial risk, protection from loss, and financial planning.</p> <p><b>Standard 6: Saving and Investing</b> FLE 6.3 Compare investment alternatives.</p> <p>FLE 6.5 Analyze factors that affect the rate of return on investments.</p>	<p><b>Grades 9-10</b> 9-10.RV.2.1,5 9-10.RV.3.2 9-10.RN.2.1-2 9-10.W.3.2 9-10.SL.2.1-5 9-10.ML.2.1</p> <p><b>Grades 11-12</b> 11-12.RV.2.1,5 11-12.RV.3.2 11-12.RN.2.1 11-12.RN.4.2 11-12.W.3.1 11-12.SL.2.1-5 11-12.SL.3.1 11-12.ML.2.1-2</p>	<p><b>Grades 9-10</b> 9-10.LH.1.1-2 9-10.LH.2.1-2 9-10.LH.3.1 9-10.LH.4.2</p> <p><b>Grades 11-12</b> 11-12.LH.1.1-2 11-12.LH.2.1 11-12.LH.3.1 11-12.LH.4.2</p>

# JA Titan

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Session One: How Much? How Many?</b></p> <p>Students explore how price and production can affect business performance.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Explain how product price makes an impact on profits</li> <li>Describe how production can affect price, sales, and profit</li> </ul> <p><b>Concepts:</b> assembly line, break-even point, business management, fixed costs, law of diminishing returns, loss, price, product, production, profit, resources, variable costs</p> <p><b>Skills:</b> data analysis, decision-making, mathematical skills, oral communication, working in groups</p>	9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1	NA	E.1.2 E.2.5
<p><b>Session Two: How Much? How Many? – The Simulation</b></p> <p>Students make decisions about price and production levels using the JA Titan computer simulation.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Make informed business price and production decisions</li> </ul> <p><b>Concepts:</b> business management, fixed costs, law of diminishing returns, price, production, variable costs</p> <p><b>Skills:</b> data analysis, decision-making, mathematical skills, oral communication, working in groups</p>	9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1	A1.DS.2	E.2.5 E.3.2
<p><b>Session Three: Cutting Edge</b></p> <p>Students design a marketing plan.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Explore why a business conducts research and development</li> <li>Explain how businesses determine their target markets and conduct market research</li> <li>Explain how marketing affects sales</li> <li>Identify key marketing strategies</li> </ul> <p><b>Concepts:</b> demographics, 4P's of marketing, market research, marketing, product life cycle, research and development, target market</p> <p><b>Skills:</b> analyzing information, critical thinking, decision-making, mathematical skills, oral communication, planning, working in groups</p>	9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1	NA	E.2.2

# JA Titan

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Session Four: Cutting Edge – The Simulation</b></p> <p>Students make decisions about price, production, and research and development using the JA Titan computer simulation.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Make informed research and development and marketing decisions</li> </ul> <p><b>Concepts:</b> demographics, 4 P’s of marketing, market research, marketing, price, production, product life cycle, research and development, target market</p> <p><b>Skills:</b> analyzing information, critical thinking, decision-making, mathematical skills, oral communication, planning, working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>A1.DS.2</p>	<p>E.2.3 E.2.5</p>
<p><b>Session Five: Make an Investment</b></p> <p>Students solicit capital investment.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>Discuss reasons that businesses use different capital investment strategies</li> <li>Make recommendations for capital investment based on set parameters</li> <li>Define charitable giving and explain why businesses make decisions to share their resources</li> </ul> <p><b>Concepts:</b> business management, capital investment, cash flow, charitable giving, investors</p> <p><b>Skills:</b> analyzing information, critical thinking, data analysis, decision-making, mathematical skills, oral communication, working in groups</p>	<p>9-10.RV.3.2 9-10.SL.1 9-10.SL.2.1 11-12.RV.3.2 11-12.SL.1 11-12.SL.2.1</p>	<p>NA</p>	<p>E.2.8</p>

# JA Titan

Session Descriptions	Key Learning Objectives	IN English Language Arts	IN Math	IN Social Studies
<p><b>Session Six: Make an Investment – The Simulation</b></p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the JA Titan computer simulation.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Make business decisions by applying their knowledge to a business simulation</li> <li>▪ 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</li> </ul> <p><b>Concepts:</b> business management, capital investment, cash flow, charitable giving, demographics, 4P's of marketing, market research, marketing, price, production, product life cycle, research and development, target market</p> <p><b>Skills:</b> analyzing information, critical thinking, data analysis, decision-making, mathematical skills, oral communication, planning, working in groups</p>	<p>9-10.SL.1 9-10.SL.2.1 11-12.SL.1 11-12.SL.2.1</p>	<p>A1.DS.2</p>	<p>E.2.8</p>
<p><b>Session Seven: JA Titan of Industry – The Competition</b></p> <p>Students make decisions about capital investment, price, production, research and development, and charitable giving using the JA Titan computer simulation.</p>	<p><b>Objectives:</b> The students will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate how business decisions affect business performance</li> <li>▪ React appropriately to decisions made by other businesses</li> </ul> <p><b>Concepts:</b> business management, capital investment, cash flow, charitable giving, demographics, 4 P's of marketing, market research, marketing, price, production, product life cycle, research and development, target market</p> <p><b>Skills:</b> analyzing information, critical thinking, data analysis, decision-making, mathematical skills, oral communication, planning, working in groups</p>	<p>9-10.SL.1 9-10.SL.2.1 11-12.SL.1 11-12.SL.2.1</p>	<p>NA</p>	<p>E.1.2</p>