



**A Correlation between
Common Core State Standards,
Wisconsin Model Academic Standards,
ACP Guidelines and
Junior Achievement Programs**

Updated February 2016
Common Core State Standards
English Language Arts/Math
ACP Guidelines

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
www.ja.org

Overview

In this document, Junior Achievement programs are correlated to Common Core State Standards for English Language Arts and Mathematics, as well as the Wisconsin Model Academic Standards for social studies, personal finance, and Academic and Career Preparation Guidelines.

Although mainly designed for the social studies, Junior Achievement programs provide many opportunities to develop cross-disciplinary knowledge and skills. This list is not meant to be exhaustive or intended to infer that a resource will completely address any given standard, but is designed to show how it will enhance or complement efforts to do so.

JA Elementary School Programs

[JA Ourselves](#)[®] uses storybook characters in read-aloud and hands-on activities to introduce the role people play in an economy. Through engaging, volunteer-led activities, young students learn about individual choices, money, the importance of saving and giving, and the value of work.....Page 4

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

[JA Our Community](#)[®] uses posters and games to offer practical information about businesses and the many jobs those businesses offer in a community. Students explore production methods through a simulation game, and they learn about taxes, decision making, and how money flows in an economy.....Page 7

[JA Our City](#)[®] introduces students to the characteristics of cities and how cities are shaped by zoning. Students also learn about the importance of money to a city; how financial institutions help businesses and city residents; and how the media is an integral part of a city's life.....Page 9

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

[JA Our Nation](#)[®] provides practical information about businesses' need for individuals who can meet the demands of the job market, including high-growth, high-demand jobs. By program's end, students will understand the skills, especially in science, technology, engineering, and math that will make their futures brighter.....Page 11

[JA More than Money](#)[®] teaches students about earning, spending, sharing, and saving money, and businesses they can start or jobs they can perform to earn money. Students play a game to learn money-management skills and to better understand the role and importance of money in their lives.....Page 13

[JA BizTown](#)[®] combines in-class learning with a day-long visit to a simulated town. This experiential learning 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 School Programs

[JA Economics for Success](#)[®] provides practical information about personal finance and the importance of identifying education and career goals based on a student’s skills, interests, and values.....Page 21

[JA Global Marketplace](#)[®] - *Blended Model* provides practical information about the global economy and its effect on the students’ lives.....Page 24

[JA It’s My Business!](#)[®] 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 28

[JA It’s My Future](#)[®] provides practical information about preparing for the working world while still in middle school.....Page 31

[JA Finance Park](#)[®] 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 34

High School Programs

[JA Be Entrepreneurial](#)[®] introduces students to the essential components of a practical business plan, and challenges them to start an entrepreneurial venture while still in high school.....Page 37

[JA Career Success](#)[®] equips students with the tools and skills required to earn and keep a job in high-growth career industries.....Page 41

[JA Company Program](#)[®] - *Blended Model* unlocks the innate ability in students to fill a need or solve a problem in their community by launching a business venture—unleashing their entrepreneurial spirit. Each of the program’s 13 meetings is divided into a Company Ops and Deeper Dive activity. The Company Ops is that portion of the meeting during which students build and manage their business. During the Deeper Dive, students work individually or in groups to take a closer look at a business-related topic.....Page 44

[JA Economics](#)[®] examines the fundamental concepts of micro-, macro-, and international economics.....Page 49

[JA Exploring Economics](#)[®] uses hands-on activities to explain complex economic concepts such as supply and demand, inflation, and the production, distribution and consumption of goods. It gives insight into the effect governments and individuals have on the global economy—and on the price of a loaf of bread.....Page 54

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

[JA Personal Finance](#)[®] - *Blended Model* focuses on: earning money; spending money wisely through budgeting; saving and investing money; using credit cautiously; and protecting one’s personal finances.....Page 59

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

JA Ourselves

Session Descriptions	WI Academic Standards	Common Core ELA	Common Core Math
<p>Session One: This or That? Make a Choice</p> <p>Students practice economics by making personal choices.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify personal interests. ▪ Consider the factors that determine their choices. ▪ Define money. 	<p>Economics D.4.2 Identify situations requiring an allocation of limited economic resources and appraise the opportunity cost.</p> <p>Personal Financial Literacy E.4.1.1 Identify factors to consider when making one’s own consumer decisions.</p>	RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6	NA
<p>Session Two: Do I Need What I Want?</p> <p>Students recognize that people have basic needs and wants and that money-smart people know the difference between them.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Explain the difference between needs and wants. ▪ Create a simple chart. 	<p>Economics D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world.</p> <p>Personal Financial Literacy A.4.3.1 Explain how income affects spending.</p>	RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6	K.CC.4-6 K.MD.1-3
<p>Session Three: A Penny Earned</p> <p>Students are introduced to storybook characters and examine ways they can earn money.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Describe the role of money in society. ▪ Identify jobs they can do to earn money. 	<p>Economics D.4.4 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient.</p> <p>Personal Financial Literacy A.4.2.1 Identify potential sources of income.</p> <p>ACP PI 26.03 (2) a.1 Discuss why people work.</p>	RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6	NA

JA Ourselves

Session Descriptions	WI Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: A Penny Saved</p> <p>Students are introduced to the concept of saving.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of saving money. ▪ Identify a savings goal. ▪ Identify a place where people save money. 	<p>Economics</p> <p>D.4.1 Describe and explain of the role of money, banking, and savings in everyday life.</p> <p>D.4.6 Identify the economic roles of various institutions, including households, businesses, and government.</p> <p>Personal Financial Literacy</p> <p>D.4.1.1 Explain the principle of savings.</p> <p>B.4.2.1 Identify the purposes of financial institutions in the community.</p> <p>B.4.3.1 Identify ways to earn and save for a future event.</p> <p>D.4.2.1 Identify various ways to save.</p> <p>D.4.5.1 Describe reasons to save.</p>	<p>RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6</p>	<p>K.CC.4-6 K.MD.1-3</p>
<p>Session Five: A Penny Shared</p> <p>Students are introduced to storybook characters and their plans to earn money for a worthy cause.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the importance of giving. ▪ Organize a chronological sequence of events. 	<p>Economics</p> <p>D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world</p>	<p>RL.K.1-4 RL.K.7 RL.K.9-10 RI.K.1-4 RI.K.7-10 SL.K.1-6 L.K.4-6</p>	<p>NA</p>

JA Our Families

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies
<p>Session One: Our Families</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Understand the similarities and differences between families. Recognize the importance of individuals and families as part of neighborhoods. 	RI.1.7 RI.1.10 RF.1.4 W.1.2 SL.1.1 SL.1.2 SL.1.4 SL.1.5 L.1.1 L.1.4		<p>Citizenship C.4.1</p>
<p>Session Two: Our Families' Needs and Wants</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Categorize needs and wants. Describe the difference between a need and a want. 	RI.1.7 RI.1.10 RF.1.2 RF.1.4 W.1.2 SL.1.1 SL.1.2 L.1.1 L.1.4	1.MD.C.4	<p>Economics D.4.7</p>
<p>Session Three: Great Job!</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define the terms job, business, and entrepreneur. Identify the jobs people do. Analyze their own skills to determine ways they can support family members. 	SL.1.1 SL.1.4 SL.1.5 L.1.1 L.1.4		<p>Economics D.4.6</p> <p>Financial Literacy A.4.1.1 A.4.3.2 E.4.1.1</p> <p>ACP PI 26.03(2) a.1</p>
<p>Session Four: Businesses in Our Neighborhood</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Interpret map symbols. Identify the goods or services businesses provide. 	RI.1.7 SL.1.1 SL.1.4 SL.1.5 L.1.1 L.1.4		<p>Economics D.4.3</p> <p>ACP PI 26.03(2) a.2</p>
<p>Session Five: Our New Business</p> <p>Students become entrepreneurs and start their own businesses.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Describe one of the entrepreneurial characteristics—satisfy a Need or Want. 	SL.1.1 SL.1.4 SL.1.5 L.1.1 L.1.4	1.OA.A.1 1.NBT.C.4	<p>Financial Literacy E.4.6.2</p> <p>ACP PI 26.03(2) a.4 26.03(2) a.5</p>

JA Our Community

Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Session One: People in a Community Working Together</p> <p>Students learn what a community is and the variety of jobs that people have in a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Describe a community. State how people contribute to and benefit from a community. Identify the variety of jobs in a community and how each requires specific skills. 	<p>PI 26.03 (2) a.1 Discuss why people work.</p>	<p>History B.4.9</p> <p>Citizenship C.4.1</p> <p>Economics D.4.6</p> <p>Behavioral Science E.4.5 E.4.15</p> <p>Personal Financial Literacy A.4.1.1 A.4.3.2 F.4.4.3</p>	<p>2.RSL.1-3 2.RSL.5-7 2.RSI.1-9 2.SLS.1-3 2.SLS.5-6 2.LS.4-6</p>	<p>NA</p>
<p>Session Two: Sweet “O” Donuts</p> <p>Students learn that workers who produce goods and services earn money for their work.</p> <p>Objectives The students will:</p> <ul style="list-style-type: none"> Define the terms produce, product, production, goods, and services. Apply innovation to the production process. Explain that people in a community earn money by performing work. 	<p>PI 26.03 (2) a.4 Describe common expectations for employees in the workplace.</p>	<p>Economics D.4.4 D.4.6</p> <p>Personal Financial Literacy E.4.2.2</p>	<p>2.RSL.1-3 2.RSL.5-7 2.RSI.1-9 2.SLS.1-3 2.SLS.5-6 2.LS.4-6</p>	<p>OA.2.1 U MD.2.7,9 NBT.2.1-2 NBT.2.</p>
<p>Session Three: Business and Government Jobs</p> <p>Students explore how the money earned for work moves through a community and the impact that money has on people, businesses, and government.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Locate businesses and identify government careers. Explain how taxation supports government services. 	<p>PI 26.03 (2) a.2 Explore the kinds of conditions under which people work.</p>	<p>History B.4.9</p> <p>Citizenship C.4.1 C.4.3</p> <p>Economics D.4.1 D.4.2 D.4.5 D.4.6</p> <p>Behavioral Science E.4.5 E.4.15</p> <p>Personal Financial Literacy A.4.4.1 B.4.4.1 B.4.4.2 F.4.4.1</p>	<p>2.RSL.1-3 2.RSL.5-7 2.RSI.1-9 2.SLS.1-3 2.SLS.5-6 2.LS.4-6</p>	<p>2.OA.1-2 2.NBT.5 2.MD.8</p>

JA Our Community

Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Session Four: Let's Vote!</p> <p>Students participate in a decision that benefits their community. They vote to express their choice and to determine the will of the majority.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Apply a decision-making process. ▪ Recognize voting as a way responsible citizens act and contribute to meet a community's needs. 	<p>PI 26.03 (2) a.5 Recognize how expectations at school are related to expectations in the world of work.</p>	<p>Geography A.4.8</p> <p>Citizenship C.4.1 C.4.5</p> <p>Economics D.4.2 D.4.6 D.4.7</p> <p>Personal Financial Literacy F.4.1.1 F.4.2.1 F.4.4.4</p>	<p>2.RSL.1-3 2.RSL.5-7 2.RSI.1-9 2.SLS.1-3 2.SLS.5-6 2.LS.4-6</p>	<p>MD.2.7,9</p>
<p>Session Five: Money Moves in a Community</p> <p>Students learn about money and how it moves through a community.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Identify coins and money terms. ▪ Describe how money flows through a community's economy. 		<p>History B.4.9 D.4.1 D.4.6 E.4.15</p> <p>Personal Financial Literacy B.4.2.1</p>	<p>2.RSL.1-3 2.RSL.5-7 2.RSI.1-9 2.SLS.1-3 2.SLS.5-6 2.LS.4-6</p>	<p>OA.2.1 MD.2.7,9 NBT.2.1-2 NBT.2.</p>

JA Our City

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	WI Model Academic Standards
<p>Session One: Our City, A Place Where People Live, Work, and Play</p> <p>Students identify the different zones used in city planning and apply the information to organize businesses.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify the zones found within a city. Describe the goods and services provided by businesses. Match local businesses to specific city zones. 	RI.3.1 RI.3.5 RF.3.3 RF.3.4 W.3.7 W.3.8 L.3.1 L.3.3 L.3.4	3.NBT.A.2 3.MD.B.4 3.MD.C.5	<p>Social Studies C.4.1.1</p> <p>Personal Financial Literacy A.4.2.1</p> <p>ACP PI 26.03(2) a.1 26.03(2) a.2</p>
<p>Session Two: Our City, A Place Where People Spend Money</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Explain the importance of money in a city, including the role of taxes. Understand the differences between needs and wants. Examine the different ways that people pay for goods and services. 	RI.3.1 RI.3.5 RF.3.3 RF.3.4 W.3.7 W.3.8 L.3.1 L.3.3 L.3.4	3.OA.D.8	<p>Social Studies A.4.4.1 B.4.2.2 B.4.4.1 C.4.3 D.4.2</p> <p>Personal Financial Literacy A.4.3.1 B.4.4.1 E.4.1.1</p>
<p>Session Three: Our City, A Place Where People Bank</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Summarize the contribution of financial institutions to a city. Manage a personal bank account. 	W.3.7 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.3 L.3.4	3.OA.D.8	<p>Social Studies B.4.2.1 C.4.5.1 D.4.1.1 J.4.1</p> <p>Personal Financial Literacy B.4.2.1</p>
<p>Session Four: Our City, A Place Where People Dine</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define consumer, producer, and entrepreneur. Explore the role of a business owner by operating a business. Apply money management strategies to a business account. 	RI.3.5 W.3.2 W.3.7 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.3 L.3.4	3.NBT.A.2	<p>Social Studies J.4.1</p> <p>Personal Financial Literacy E.4.2.2</p> <p>ACP PI 26.03(2) a.4</p>
<p>Session Five: Our City A Place Where People Communicate</p> <p>The students learn the importance of news media to the financial well-being of a city.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Explain the role of the news media in a city. Describe how news is delivered in various formats, including print, electronic, and human sources. Recognize the importance of the news media and technology in a community. 	RF.3.1 RF.3.3 RF.3.4 W.3.2 SL.3.1 SL.3.3 SL.3.6 L.3.1 L.3.3 L.3.4		<p>Social Studies J.4.1</p> <p>ACP PI 26.03(2) a.5</p>

JA Our Region

Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	WI Academic Standards
<p>Session One: Am I an Entrepreneur?</p> <p>Students explore well-known businesses, their origins, and the traits common to the entrepreneurs who started them.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize the impact entrepreneurs have on a community or a region. Apply traits common to successful entrepreneurs to their own skills and abilities. 	<p>W.4.2 W.4.8 SL.4.1 L.4.1 L.4.3 L.4.4</p>		<p>Business Entrepreneurship E.4.1</p> <p>Personal Financial Literacy A.4.1.1 A.4.3.2</p> <p>ACP PI 26.03(2) a.1</p>
<p>Session Two: Regional Resources: Tools for Entrepreneurs</p> <p>Students are introduced to resources and how entrepreneurs use resources to offer products and services in a region.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize natural, human, and capital resources. Analyze products and services that can be offered by using resources. 	<p>W.4.8 SL.4.1 L.4.1 L.4.3 L.4.4</p>		<p>Geography A.4.4</p> <p>Personal Financial Literacy A.4.2.1</p>
<p>Session Three: The Hot Dog Stand Game</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Explain the importance of keeping an accurate account of a business' financial information. Track the revenue and expenses of a business. Recognize the fundamental tasks required to run a business. 	<p>W.4.8 SL.4.1 L.4.1 L.4.3 L.4.4</p>	<p>4.NBT.4 4.NBT.5</p>	<p>Economics D.4.2</p> <p>Personal Financial Literacy B.4.1.1 E.4.1.1</p> <p>ACP PI 26.03(2) a.2.</p>
<p>Session Four: Entrepreneurs are Problem Solvers!</p> <p>Students journey through the complex world of business problem solving by weighing potential risks and rewards and tracking the outcome of their choices.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Apply the business problem-solving process. Recognize that there are potential risks and rewards to business decisions. 	<p>RF.4.4 W.4.8 SL.4.1 SL.4.4 L.4.1 L.4.3 L.4.4</p>		<p>Personal Financial Literacy G.4.1.1 G.4.1.2 G.4.1.3 G.4.3.1</p> <p>ACP PI 26.03(2) a.4-5.</p>
<p>Session Five: My Region in the World</p> <p>Students demonstrate the supply chain through a hands-on manufacturing and trade experience.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize the interdependence of resource providers, businesses, and consumers. Apply the supply chain to a manufacturing example. 	<p>SL.4.1 L.4.1 L.4.3 L.4.4</p>		<p>Business Economics D.4.1</p> <p>Personal Financial Literacy F.4.3.3 F.4.5.1 F.4.5.2</p>

* See standards for Business Education <http://dpi.wi.gov/standards/pdf/bused.pdf>

JA Our Nation

Session Descriptions	WI Academic Standards	Personal Financial Literacy	Common Core ELA	Common Core Math
<p>Session One: Free to Choose Your Work or Business</p> <p>Students are introduced to the nation’s free market system and how it supports businesses and careers.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Identify the characteristics of a free market economy. Explain how pricing guides economic decisions. 	<p>Economics D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive.</p> <p>ACP Guidelines</p> <ul style="list-style-type: none"> Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts. 	E.1	RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5	OA.5.2 NBT.5.6 NBT.5.7 Mathematical Practices 1-2 4-7
<p>Session Two: Innovation Nation</p> <p>Students experience how entrepreneurial thinking can spur new businesses and the opportunity for future income.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Define entrepreneur and entrepreneurship. Describe resources and how entrepreneurs use them. Explore STEM skills and the process of innovation. 	<p>Economics D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.</p> <p>D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns</p> <p>ACP Guidelines</p> <ul style="list-style-type: none"> Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum 	D.1	RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5	OA.5.2 NBT.5.7 Mathematical Practices 1-2 4-8
<p>Session Three: Career Quest</p> <p>Students learn about career clusters.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Examine career groupings and the skills necessary for a variety of careers. 	<p>ACP Guidelines</p> <ul style="list-style-type: none"> Describe how careers are categorized by career clusters and pathways. Locate information on clusters based on their interests and self- awareness. Examine career information for career exploration 	A.1 A.2	RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1-5	NBT.5.6 NBT.5.7 Mathematical Practices 1-7

JA Our Nation

Session Descriptions	WI Academic Standards	Personal Financial Literacy	Common Core ELA	Common Core Math
<p>Session Four: Get and Keep the Job!</p> <p>Students examine important work-readiness and behavioral skills needed for career success.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Identify the soft skills wanted by today's employers. 	<p>Economics</p> <p>D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce.</p> <p>ACP Guidelines</p> <ul style="list-style-type: none"> Understand salary, standards of living, and connections to different careers' earning potential. Demonstrate social skills needed for employability. Receive instruction in crafting appropriate communications with different purposes/audiences. Make connections between skills acquired in and out of school and how they apply to careers of interest. 	A.2 A.3	RI.5.1-2 RI.5.4,7 RF.5.3-4 WS.5.2,4 SL.5.1-6 L.5.1-5	NBT.5.6 NBT.5.7 Mathematical Practices 1-2 4 6-7
<p>Session Five: Global Connections</p> <p>Students explore how the United States is connected to the global economy.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Discuss why businesses specialize and trade. Define opportunity cost. 	<p>Economics</p> <p>D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets.</p> <p>D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment.</p> <p>ACP Guidelines</p> <ul style="list-style-type: none"> Have opportunities to engage in self-directed and group inquiry-based and problem-solving activities. 	F.5	RI.5.1-2 RI.5.4,7 RF.5.3-4 SL.5.1-6 L.5.1 L.5.3-5	NA
<p>Optional Supplement: Business Organization</p> <p>Students examine entrepreneurship, free enterprise, and business organization.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Identify three basic ways businesses are organized. 	<p>Economics</p> <p>D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income.</p>	A.4 F.4	SL.5.1-6 L.5.1 L.5.5	NA

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Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Session One: Money in the Bank</p> <p>Students learn to manage a bank account. They play the Community Game to reinforce their money-management skills and to better understand the role and importance of money in their lives.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify the role of money in everyday life Explain the benefits of a personal bank account <p>Concepts: bank account, deposit, earn, interest, money, withdrawal</p> <p>Skills: active listening, completing forms, math computation, following directions, working in groups</p>	3.RSIT.1-9 3.WS.2 3.WS.6-8 3.SLS.1-3 3.LS.1-2 3.LS.4 3.LS.6 4.RSIT.1-8 4.WS.1 4.WS.4 4.SLS.1 4.SLS.3 4.LS.1 4.LS.4 5.RSIT.2 5.RSIT.4 5.RSIT.7 5.RSFS.3-4 5.WS.2 5.WS.4 5.SLS.1-4 5.SLS.6 5.LS.1-4	3.OA.1 3.OA.7 3.OA.8 3.NBT.1-3 3.NF.1 4.NBT.1 4.NBT.3-5 4.NF.4 4.NF.6 4.MD.2 5.OA.2 5.NBT.4 5.NBT.5 5.NBT.7	B.4.9 C.4.1 D.4.1 D.4.2 D.4.6	A.4.2.1 A.4.3.1 B.4.1.1 B.4.2.1 B.4.3.1 B.4.3.2 D.4.1.1 D.4.5.1 E.4.1.1 E.4.6.3 F.4.1.1 F.4.1.2 F.4.2.1 F.4.3.3
<p>Session Two: A Sense of Worth</p> <p>Students identify businesses they can start or jobs they can perform to earn money. Activities focus on developing a positive work ethic. Students continue playing the Community Game to further understand the role of money in their lives.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Identify several characteristics of a positive work ethic Distinguish between working for someone and self-employment Identify ways to earn income through jobs or a small business <p>Concepts: business, employee, entrepreneur, income, job skills, mentor, role model, self-employed, work ethic</p> <p>Skills: active listening, comparing and contrasting, completing forms, math computation, drawing, following directions, matching and classifying, working in groups</p>	3.RSIT.1-9 3.WS.2 3.WS.6-8 3.SLS.1-3 3.LS.1-2 3.LS.4 3.LS.6 4.RSIT.1-8 4.WS.1 4.WS.4 4.SLS.1 4.SLS.3 4.LS.1 4.LS.4 5.RSIT.2 5.RSIT.4 5.RSIT.7 5.RSFS.3-4 5.WS.2 5.WS.4 5.SLS.1-4 5.SLS.6 5.LS.1-4	3.OA.1 3.OA.7 3.OA.8 3.NBT.1-3 3.NF.1 4.NBT.1 4.NBT.3-5 4.NF.4 4.NF.6 4.MD.2 5.OA.2 5.NBT.4 5.NBT.5 5.NBT.7	B.4.9 C.4.1 C.4.3 D.4.1 D.4.2 D.4.6 E.4.6 E.4.7 E.4.8	A.4.1.1 A.4.2.1 A.4.3.1 A.4.3.2 B.4.1.1 B.4.3.2 E.4.1.1 E.4.6.3 F.4.1.1 F.4.1.2 F.4.2.1 F.4.3.3

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Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Session Three: Balancing Act</p> <p>Students identify personal skills and interests and connect them to possible business opportunities. Working in groups, students learn about market research and play the final round of the Community Game.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Match personal skills with jobs and self-employment Understand market research Identify ways to share, save, and spend personal income <p>Concepts: market research</p> <p>Skills: basic math, charting data, comparing and contrasting, deductive reasoning, following written and verbal instructions, working in groups, self-assessment, taking turns, vocabulary building</p>	3.RSIT.1-9 3.SLS.1-3 3.LS.1-2 3.LS.4 3.LS.6 4.RSIT.1-8 4.SLS.1 4.SLS.3 4.LS.1 4.LS.4 5.RSIT.2 5.RSIT.4 5.RSIT.7 5.RSFS.3-4 5.SLS.1-4 5.SLS.6 5.LS.1-4	3.OA.1 3.OA.7 3.OA.8 3.NBT.1-3 3.NF.1 4.NBT.1 4.NBT.3-5 4.NF.4 4.NF.6 4.MD.2 5.OA.2 5.NBT.4 5.NBT.5 5.NBT.7	B.4.9 C.4.1 D.4.1 D.4.2 D.4.6	A.4.1.1 A.4.2.1 A.4.3.1 A.4.3.2 B.4.1.1 B.4.3.2 D.4.1.1 D.4.5.1 E.4.1.1 E.4.6.3 F.4.1.1 F.4.1.2 F.4.2.1 F.4.3.3 F.4.5.4
<p>Session Four: Building a Business</p> <p>Students explore their job skills and the types of businesses in which they are interested. They identify the basic steps for starting and operating a small business. Using this information, students develop a business plan.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define the basic steps in planning and starting a business Calculate operating expenses and income for a small business Develop a basic business plan based on their job skills and interests <p>Concepts: business plan, estimate, expense, profit, start-up cost</p> <p>Skills: basic math, comparing and contrasting, deductive reasoning, problem-solving, reading and following directions, taking turns, vocabulary building</p>	3.RSIT.1-9 3.SLS.1-3 3.LS.1-2 3.LS.4 3.LS.6 4.RSIT.1-8 4.SLS.1 4.SLS.3 4.LS.1 4.LS.4 5.RSIT.2 5.RSIT.4 5.RSIT.7 5.RSFS.3-4 5.SLS.1-4 5.SLS.6 5.LS.1-4	3.OA.1 3.OA.7 3.OA.8 3.NBT.1-3 3.NF.1 4.NBT.1 4.NBT.3-5 4.NF.4 4.NF.6 4.MD.2 5.OA.2 5.NBT.4 5.NBT.5 5.NBT.7	B.4.9 C.4.1 D.4.1 D.4.2 D.4.6	A.4.1.1 A.4.2.1 A.4.3.2 B.4.1.2 B.4.3.2 C.4.3.3 E.4.2.2 F.4.1.1 F.4.1.2 F.4.2.1 F.4.3.3 F.4.5.3
<p>Session Five: Get SMART</p> <p>Students continue to practice saving and spending as business teams. The concept of making SMART consumer decisions is introduced through role-playing. Students work as teams to play Round One of the Business Game.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Practice using the SMART system to make consumer decisions Identify the difference between personal and business spending <p>Concepts: business consumer, money management, personal consumer</p> <p>Skills: basic math, comparing and contrasting, deductive reasoning, evaluating data, problem-solving, reading and following directions, role-playing</p>	3.RSIT.1-9 3.SLS.1-3 3.LS.1-2 3.LS.4 3.LS.6 4.RSIT.1-8 4.SLS.1 4.SLS.3 4.LS.1 4.LS.4 5.RSIT.2 5.RSIT.4 5.RSIT.7 5.RSFS.3-4 5.SLS.1-4 5.SLS.6 5.LS.1-4	3.OA.1 3.OA.7 3.OA.8 3.NBT.1-3 3.NF.1 4.NBT.1 4.NBT.3-5 4.NF.4 4.NF.6 4.MD.2 5.OA.2 5.NBT.4 5.NBT.5 5.NBT.7	B.4.9 C.4.1 D.4.1 D.4.2 D.4.6	A.4.3.1 B.4.1.1 C.4.3.3 E.4.1.1 E.4.6.3 F.4.1.1 F.4.1.2 F.4.2.1 F.4.3.3 F.4.5.3

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Session Descriptions	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Session Six: What's the Catch?</p> <p>During the final session, students learn to recognize deceptive advertising and the importance of ethical business practices. Continuing to work as business teams, students conclude the program by playing Round Two of the Business Game.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize deceptive advertising ▪ Apply money management skills in a simulated business ▪ Record and track financial gains and losses in a simulated business <p>Concepts: deceptive</p> <p>Skills: basic math, comparing and contrasting, critical thinking, evaluating data, mind-mapping, problem-solving, reading and following directions, teamwork</p>	3.RSIT.1-9 3.WS.2 3.WS.6-8 3.SLS.1-3 3.LS.1-2 3.LS.4 3.LS.6 4.RSIT.1-8 4.WS.1 4.WS.4 4.SLS.1 4.SLS.3 4.LS.1 4.LS.4 5.RSIT.2 5.RSIT.4 5.RSIT.7 5.RSFS.3-4 5.WS.2 5.WS.4 5.SLS.1-4 5.SLS.6 5.LS.1-4	3.OA.1 3.OA.7 3.OA.8 3.NBT.1-3 3.NF.1 4.NBT.1 4.NBT.3-5 4.NF.4 4.NF.6 4.MD.2 5.OA.2 5.NBT.4 5.NBT.5 5.NBT.7	B.4.9 C.4.1 D.4.1 D.4.2 D.4.6 E.4.10	A.4.3.1 B.4.1.1 C.4.3.3 E.4.1.1 E.4.2.1 E.4.2.2 E.4.6.3 F.4.1.1 F.4.1.2 F.4.2.1 F.4.3.3 F.4.5.3

JA BizTown

Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Unit 1: Financial Literacy</p> <p>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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Extrapolate services offered by financial institutions. ▪ Complete a bank account application. ▪ Demonstrate an ability to endorse a paycheck. ▪ Complete a deposit ticket. ▪ Maintain a check register correctly. ▪ Describe the consequences of insufficient funds. ▪ Write and sign checks. ▪ State the benefit of an interest-earning savings account. ▪ Explain how money in a savings account grows. ▪ Explore the differences between checks, debit cards, and credit cards. ▪ Explain how money changes hands when a debit card is used. ▪ Demonstrate use of a check register to record a debit purchase. <p>Concepts: Financial institutions, Check register, Goods and services, Payment methods</p> <p>Skills: Critical thinking, reading for information, reasoning, research, math computation, active listening, collaboration, interrogative questioning, visual interpretation, oral and written communication</p>	<p>Financial Knowledge</p> <ul style="list-style-type: none"> ▪ Participate in instruction, experiences, and guidance, for developing an understanding of relevant financial concepts. <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Receive instruction in study skills such as outlining, note-taking, using academic planners, and memorization and test-taking skills 	<p>Economics</p> <p>Grade 4</p> <p>D.4.1 D.4.2 D.4.6</p> <p>Grade 8</p> <p>D.8.10 D.8.11</p> <p>Personal Financial Literacy</p> <p>Grade 4</p> <p>B.4.1.1 B.4.2.1 B.4.2.2 B.4.3.1 B.4.3.2 C.4.1.1 C.4.1.2 C.4.2.1 C.4.3.1 C.4.3.2 C.4.3.3 C.4.5.1 D.4.1.1 D.4.1.2 D.4.5.1</p> <p>Grade 8</p> <p>B.8.1.1 B.8.2.1 B.8.2.2 B.8.3.1 B.8.3.3 C.8.1.1 C.8.2.1 C.8.2.2 C.8.3.2 D.8.1.1 D.8.1.2 D.8.1.4 D.8.2.1 D.8.3.2</p>	<p>Grade 4</p> <p>RI.4.3 RI.4.4 RI.4.5 RI.4.7 SL.4.1 SL.4.3 L.4.4</p> <p>Grade 5</p> <p>RI.5.4 RI.5.5 RI.5.7 SL.5.1 L.5.1 L.5.3 L.5.4</p> <p>Grade 6</p> <p>RI.6.7 SL.6.1 SL.6.2 L.6.1 L.6.3 L.6.4</p>	<p>Grade 4</p> <p>4.NBT.2 4.NBT.3 4.NBT.4</p> <p>Grade 5</p> <p>5.NBT.5 5.NBT.7</p> <p>Grade 6</p> <p>6.NS.3 EE.6.2</p>

JA BizTown

Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Unit 2: Community and Economy</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define various vocabulary terms. ▪ Explain how good citizens have a sense of responsibility to others and to their community. ▪ Identify goods, services, and resources (human, natural, and capital). ▪ Demonstrate the circular flow of an economy. ▪ Discover the function of businesses in producing goods and services. ▪ Define scarcity and learn more about free enterprise. ▪ Identify the three basic economic questions (what, how, and for whom to produce). ▪ Understand why people pay taxes. ▪ Define gross pay and net pay. ▪ Calculate tax by multiplying with decimals ▪ Differentiate between public goods and services and private goods and services. ▪ Give examples of philanthropy. <p>Concepts: Circular flow, Resources, Free enterprise, Scarcity</p> <p>Skills: 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>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Receive instruction in effective collaboration and communication skills, including compromise and de-escalation. ▪ Have opportunities to engage in self-directed and group inquiry- based and problem-solving activities. ▪ Receive instruction in crafting appropriate communications with different purposes/audiences. 	<p>Economics</p> <p>Grade 4 D.4.5 D.4.7</p> <p>Grade 8 D.8.1 D.8.2 D.8.4 D.8.5</p> <p>Personal Financial Literacy</p> <p>Grade 4 A.4.4.1 B.4.4.1 B.4.4.2 F.4.4.1 F.4.4.2 F.4.4.3 F.4.4.4 F.4.5.2 F.4.5.4</p> <p>Grade 8 A.8.4.1 B.8.4.1 F.8.4.1 F.8.4.2 F.8.4.3 F.8.4.4</p>	<p>Grade 4 RI.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 L.4.1. L.4.4 L.4.6</p> <p>Grade 5 RI.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 L.5.1 L.5.4 L.5.6</p> <p>Grade 6 R.6.7 SL.6.1 SL.6.2 L.6.1 L.6.4 L.6.6</p>	<p>NA</p>

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Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Unit 3: Work Readiness 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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize their interests and skills. ▪ Explain the relevance of interests and skills in career exploration and planning. ▪ Distinguish the differences among the four primary career types: people, ideas, data, and things. ▪ Categorize STEM careers into different types. ▪ Demonstrate appropriate workplace behaviors. ▪ Define resume, job interview, and applicant. ▪ Complete a job application. ▪ Model appropriate business greetings. ▪ Demonstrate proper interview skills. <p>Concepts: Interests and skills, Careers, Soft skills, Jobs</p> <p>Skills: Word recognition and understanding, discussion, self-direction, interrogative questioning, critical thinking, problem solving, reasoning, interpretation, personal expression, cooperation, public speaking and listening, adaptability, self-discipline.</p>	<p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Describe how careers are categorized by career clusters and pathways. ▪ Take age-appropriate inventories and assessments for career exploration to identify related career clusters and pathways. ▪ Locate information on clusters based on their interests and self-awareness. ▪ Examine career information for career exploration. ▪ Are exposed to activities based on a wide variety of career clusters and pathways. ▪ Engage in a variety of extracurricular activities. ▪ Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests. 	<p>Economics Grade 4 D.4.4</p> <p>Personal Financial Literacy Grade 4 A.4.1.1 A.4.1.2 A.4.2.1 A.4.3.2 F.4.1.2</p> <p>Grade 8 A.8.1.1 A.8.1.2 A.8.2.1</p>	<p>Grade 4 RI.4.4 SL.4.1 L.4.1 L.4.2 L.4.4 L.4.6</p> <p>Grade 5 RI.5.4 SL.5.1 L.5.1 L.5.2 L.5.4 L.5.6</p> <p>Grade 6 SL.6.1 L.6.1 L.6.2 L6.4 L.6.6</p>	<p>Grade 4 NBT.4.2 MD.4.4</p> <p>Grade 5 MD.5.2</p> <p>Grade 6 SP.6.4</p>

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Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Unit 4: Business Management</p> <p>Citizens prepare for their visit to <i>JA BizTown</i> by working in business teams to learn about key factors in operating a business, such as teamwork, operation costs, pricing, and advertising.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Describe costs associated with operating a business. ▪ Calculate business expenses. ▪ Use teamwork to create a paragraph that describes a business. ▪ Define selling price, revenue, and inventory. ▪ Describe factors that affect selling price. ▪ Explain the relationship between revenue, costs, and profit. ▪ Define advertising. ▪ Describe characteristics of effective advertising. ▪ Acknowledge how effective teamwork and cooperation enhance business teams. ▪ Appreciate how careful completion of details ensures a more successful <i>JA BizTown</i> visit. <p>Concepts: Running a business, Operating costs, Advertising, Quality business, Personal finance</p> <p>Skills: 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>World of work and Labor Market</p> <ul style="list-style-type: none"> ▪ Understand salary, standards of living, and connections to different careers’ earning potential. ▪ Demonstrate social skills needed for employability. 	<p>Economics</p> <p>Grade 4 D.4.2 D.4.3 D.4.4</p> <p>Grade 8 D.8.3 D.8.8 D.8.9</p> <p>Personal Financial Literacy</p> <p>Grade 4 A.4.3.1 E.4.2.1 E.4.2.2</p> <p>Grade 8 E.8.2.1 E.8.2.2</p>	<p>Grade 4 W.4.1 W.4.2 W.4.4 SL.4.1 L.4.1 L.4.3 L.4.4 L.4.6</p> <p>Grade 5 W.5.1 W.5.2 W.5.4 SL.5.1 L.5.1 L.5.3 L.5.4 L.5.6</p> <p>Grade 6 W.6.1 W.6.4 SL.6.1 L.6.1 L.6.3 L.6.4 L.6.6</p>	<p>Grade 4 NBT.4.2 NBT.4.3 NBT.4.4 NBT.4.5</p> <p>Grade 5 NBT.5.5</p> <p>Grade 6 NS.6.2 NS.6.3</p>

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Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Unit 5: Visit and Debriefing</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 <i>JA BizTown</i> experience and further identify the relevance of classroom learning to their future plans and goals.</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Function in their job capacity at <i>JA BizTown</i>. ▪ Manage their personal finances and time. ▪ Carry out responsibilities of citizenship, such as voting and obeying laws. ▪ Evaluate team performance at <i>JA BizTown</i>. ▪ Explain the circular flow of economic activity. ▪ Describe how citizens use financial institutions. ▪ Describe how citizens work within a quality business. <p>Concepts: Business management, Economics, Free enterprise, Performance evaluation</p> <p>Skills: Self-direction, planning, self-discipline, adaptability, initiative, interpersonal communication, math computation, teamwork, self-reflection, self-expression, recalling and presenting relevant information</p>	<p>World of Work and Labor Market</p> <ul style="list-style-type: none"> ▪ Participate in a service, learning, or volunteer activity. 	<p>Personal Financial Literacy</p> <p>Grade 4</p> <p>A.4.4.1 E.4.1.1 E.4.6.2 E.4.6.3 F.4.2.1 F.4.3.1</p> <p>Grade 8</p> <p>A.8.2.2 A.8.3.1 A.8.3.2 A.8.4.2 A.8.4.3 E.8.1.1 E.8.6.2 E.8.6.3 F.8.1.1 F.8.1.2</p>	<p>Grade 4</p> <p>W.4.1 SL.4.1 SL.4.4 L.4.1 L.4.6</p> <p>Grade 5</p> <p>W.5.1 SL.5.1 SL.5.4 L.5.1 L.5.6</p> <p>Grade 6</p> <p>W.6.1 SL.6.1 SL.6.4 L.6.1 L.6.4</p>	<p>Grade 4</p> <p>NBT.4.2 NBT.4.3 NBT.4.4 NBT.4.5</p> <p>Grade 5</p> <p>NBT.5.5</p> <p>Grade 6</p> <p>NS.6.2 NS.6.3</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA	Common Core Math
<p>Session One: Mirror, Mirror</p> <p>Students make choices to better understand the concept of self-knowledge—the awareness of their skills, interests, and values—as they consider education, careers, and other life choices.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Use personal reflection to explain self-knowledge. ▪ Apply their skills, interests, and values to help determine a potential career path. 	<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Interpret inventory results and articulate personal strengths and interests. <p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Take age-appropriate inventories and assessments for career exploration. ▪ Locate information on clusters based on interests and self-awareness. ▪ Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. ▪ Describe how careers of interest relate to their assessment information and interests. 	<p>Personal Financial Literacy</p> <p>A.8.1.1 A.8.2.1 A.8.3.1</p>	<p>Grade 6 RI.6.2 RI.6.4 RI.6.7 SL.6.1-2 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 RI.7.2 RI.7.4 SL.7.1-2 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 RI.8.2 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p> <p>Literacy in Social Studies Grades 6-8 RH.1-2 RH.4 RH.7-8 RH.10</p>	<p>NA</p>
<p>Session Two: Be a Success</p> <p>Students learn how to set goals for their financial future. They play the Be a Success Game to see the connection between personal finance, education, and careers.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the connection between goal-setting, personal finance, education, and career choices. ▪ Apply decision making to education and career choices. 	<p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments ▪ Make connections between skills acquired in and out of school and how they apply to careers of interest <p>World of Work & Labor Market</p> <ul style="list-style-type: none"> ▪ Identify and exhibit positive social skills consistent with employability. 	<p>Personal Financial Literacy</p> <p>A.8.1.1 A.8.3.1</p>	<p>Grade 6 RI.6.4 SL.6.1-2 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1-2 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p> <p>Literacy in Social Studies Grades 6-8 RH.1-5 RH.7-8 RH.10</p>	<p>Number System 6.NS.3 7.NS.1</p> <p>Mathematical Practices 1-2 6-7</p>

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Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA	Common Core Math
<p>Session Three: Keeping Your Balance</p> <p>Students receive Occupation Cards and observe how different jobs provide different monthly salaries. Based on those monthly salaries, students evaluate the opportunity cost when making budget decisions.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that a balanced budget is important for all workers. ▪ Define the term income and differentiate between gross and net income. ▪ Name ways to balance a budget. 	<p>World of Work & Labor Market</p> <ul style="list-style-type: none"> ▪ Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway. <p>Financial Knowledge</p> <ul style="list-style-type: none"> ▪ Create a mock budget for using income from a career of interest that addresses cost of living. 	<p>Economics D.8.1 D.8.9</p> <p>Personal Financial Literacy A.8.1.1 A.8.3.1 B.8.1.2</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p> <p>Literacy in Social Studies Grades 6-8 RH.1-8 RH.10</p>	<p>Number System 6.NS.3 7.NS.1</p> <p>Statistics 6.SP.4</p> <p>Ratios 7.RP.3</p> <p>Mathematical Practices 1-2 4-8</p>
<p>Session Four: Savvy Shopper</p> <p>Students examine how consumers pay for goods and services. They discuss the advantages and disadvantages of using debit and credit cards</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the differences between debit and credit cards ▪ Explain the advantages and disadvantages of both cards. ▪ Recognize the importance of taking personal responsibility for financial decisions. 	<p>Financial Knowledge</p> <ul style="list-style-type: none"> ▪ Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts. 	<p>History B.8.2.2</p> <p>Civics C.8.3.2</p> <p>Economics D.8.4 D.8.11</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p> <p>Literacy in Social Studies Grades 6-8 RH.1-2 RH.4 RH.7-8 RH.10</p>	<p>Number System 6.NS.3 7.NS.1</p> <p>Ratios 7.RP.3</p> <p>Mathematical Practices 1-2 5-8.</p>

JA Economics for Success

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA	Common Core Math
<p>Session Five: Keeping Score</p> <p>Students examine how a credit score is determined and learn about the consequences of a positive and negative credit report.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the favorable or unfavorable consequences of a high or low personal credit score. ▪ Explain actions that cause a credit score to go up or down. 	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum. ▪ Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. 	<p>Personal Financial Literacy C.8.4.1</p>	<p>Grade 6 RI.6.4 RI.6.7 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 RI.7.4 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 RI.8.4 SL.8.1 L.8.1 L.8.3-4</p> <p>Literacy in Social Studies Grades 6-8 RH.1-2 RH.4 RH.10</p>	<p>Number System 6.NS.3 7.NS.1</p> <p>Mathematical Practices 1 3 6</p>
<p>Session Six: What's the Risk?</p> <p>Students learn that life involves risk and that insurance and personal responsibility help to reduce the financial consequences of loss or injury.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore the cost and consequence of risk. ▪ Explain how insurance provides a method to minimize financial risk. ▪ Identify the opportunity cost of having insurance. ▪ Assess how personal responsibility plays a part in minimizing risk. 	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum. 	<p>Personal Financial Literacy G.8.1.2 G.8.1.3 G.8.2.1 G.8.2.2 G.8.2.3</p>	<p>Grade 6 SL.6.1 L.6.1 L.6.3-4</p> <p>Grade 7 SL.7.1 L.7.1 L.7.3-4</p> <p>Grade 8 SL.8.1 L.8.1 L.8.3-4</p> <p>Literacy in Social Studies Grades 6-8 RH.1-2 RH.4 RH.10</p>	<p>Mathematical Practices 2-3</p>

JA Global Marketplace – Blended

Session Descriptions	WI Content Standards	Common Core ELA	Common Core Math
<p>Session One: We're All Connected</p> <p>Students explore how it is possible that inventions and products traded between countries can change the world.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define international trade. ▪ Analyze how technology changes society by creating new jobs and making some jobs obsolete. ▪ Evaluate how technology innovation creates a global community. 	<p>Economics D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life.</p> <p>D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive.</p> <p>Geography A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment.</p> <p>Personal Financial Literacy F.8.4.3 Illustrate how the economic system of production and consumption may be a means to achieve other significant societal goals.</p>	<p>Grade 6 RI.6.1-2 RI.6.4,7 SL.6.1-2 SL.6.4 L.6.2-6</p> <p>Grade 7 RI.7.1-2 RI.7.4,8 SL.7.1-4 L.7.1 L.7.3-4 L.7.6</p> <p>Grade 8 RI.8.1-2 RI.8.4 SL.8.1-4 L.8.1 L.8.3-4</p>	<p>NA</p>
<p>Session Two: Know Your Neighbors</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate knowledge of cultural business practices around the world. ▪ Articulate the importance of cultural awareness and sensitivity in international business. 	<p>Geography A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.</p> <p>Behavioral Science E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people.</p> <p>Personal Financial Literacy F F.8.1.1 Classify individual, social, and cultural differences in understanding and use of money and other financial resources.</p> <p>ACP GUIDELINES Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Receive instruction in effective collaboration and communication skills, including compromise and de-escalation. 	<p>Grade 6 RI.6.4,7 W.6.2,7 SL.6.1-2 SL.6.4 L.6.1-6</p> <p>Grade 7 RI.7.4 W.7.2 W.7.6-7 SL.7.1-2 SL.7.4 L.7.1-6</p> <p>Grade 8 W.8.2 W.8.7,9 SL.8.1-2 SL.8.4 L.8.1-5</p>	<p>NA</p>

JA Global Marketplace – Blended

Session Descriptions	WI Content Standards	Common Core ELA	Common Core Math
<p>Session Three: Want to Trade?</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define interdependence and describe examples of multinational trade and its affect on a single product. ▪ Evaluate the pros and cons of trading with other countries. 	<p>Economics D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns.</p> <p>Geography A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place. A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world.</p> <p>Personal Financial Literacy F.8.1.2 Analyze attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work.</p>	<p>Grade 6 RI.6.1-2 RI.6.,7-8 W.6.1-2 SL.6.1-5 L.6.1-6</p> <p>Grade 7 RI.7.1-4 RI.7.8 W.7.1-.2 W.7.6 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.1-2 SL.8.1-4 L.8.1-5</p>	<p>Grade 6 CCSS.6.NSA.3</p>
<p>Session Four: Wide World of Work</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Explain how economic factors, like a job, can cause people to move to another country. ▪ Identify international career options and the requirements for that career, including a second language. ▪ Evaluate factors involved in working for an international organization. 	<p>Geography A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world.</p> <p>ACP GUIDELINES Career Exploration</p> <ul style="list-style-type: none"> ▪ Examine career information for career exploration. <p>World of Work & Labor Market</p> <ul style="list-style-type: none"> ▪ Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway. ▪ Identify and exhibit positive social skills consistent with employability. 	<p>Grade 6 RI.6.1-2 RI.6.,4,7 W.6.7 SL.6.1-3 L.6.1-6</p> <p>Grade 7 RI.7.1-4 RI.7.8 W.7.6-7 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.7,9 SL.8.1-2 L.8.1-5</p>	

JA Global Marketplace – Blended

Session Descriptions	WI Content Standards	Common Core ELA	Common Core Math
<p>Session Five: Tough Choices</p> <p>Students explore business ethics and what responsibilities their FreeTrade Market businesses have to customers and employees.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Analyze the ethical responsibility that business owners and consumers share with one another. Evaluate what obligation business owners have for the safety and security of their employees and customers. 	<p>Economics D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment.</p> <p>Personal Financial Literacy E.8.6.2 Compare the value of goods or services from different sellers. E.8.6.3 Demonstrate aspects of being a responsible consumer</p> <p>ACP GUIDELINES Academic and Career Preparation</p> <ul style="list-style-type: none"> Self-directed and group inquiry- based and problem-solving activities are integrated throughout the curriculum. 	<p>Grade 6 RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1,4-6</p> <p>Grade 7 RI.7.1-3,4 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 SL.8.1-2 SL.8.4 L.8.1,3-5</p>	<p>Grade 6 CCSS.6.NSA.3</p>
<p>Session Six: What Is Money Really Worth?</p> <p>Students compare the value of international currency as their FreeTrade Market businesses pay for goods.</p> <p>Objectives: The students will:</p> <ul style="list-style-type: none"> Demonstrate how currency exchange affects international trade: Explain currency exchange rate Use an exchange rate calculator. Evaluate any obstacles to having a single global currency. 	<p>Economics D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.</p> <p>Personal Financial Literacy E.8.6.1 Explain the forms and functions of money.</p> <p>ACP GUIDELINES Financial Knowledge</p> <ul style="list-style-type: none"> Are provided instruction, experiences, and guidance, for developing an understanding of relevant financial concepts. 	<p>Grade 6 RI.6.,4,7,8 SL.6.1-3 SL.6.4-5 L.6.1 L.6.4-5</p> <p>Grade 7 RI.7.4 SL.7.1-2 SL.7.4 L.7.1 L.7.3-6</p> <p>Grade 8 RI.8.4 SL.8.1-3 L.8.1 L.8.3-5</p>	<p>Grade 6 CCSS.6.RP.A.1 CCSS.6.RP.A.2 CCSS.6.RP.A.3</p> <p>Grade 7 CCSS.7.RP.A.1</p>

JA Global Marketplace – Blended

Session Descriptions	WI Content Standards	Common Core ELA	Common Core Math
<p>Session Seven: Fair Trade (volunteer- or teacher-led)</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>Objectives: The students will:</p> <ul style="list-style-type: none"> ▪ Define trade barriers and why they are used in international trade. ▪ Evaluate how free trade and trade barriers affect trade between countries. 	<p>Economics</p> <p>D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity.</p> <p>D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment.</p> <p>Personal Financial Literacy</p> <p>E.1 Understand the impact of contextual factors associated with consumer decision making.</p> <p>E.8.1.1 Examine individual differences in decisions made as a consumer.</p>	<p>Grade 6 RI.6.1-2 RI.6.,4,7,8 W.6.2 SL.6.1-4 L.6.1-6</p> <p>Grade 7 RI.7.1-4 W.7.2,6 SL.7.1-3 L.7.1-6</p> <p>Grade 8 RI.8.1-4 W.8.2 SL.8.1-3 L.8.1-5</p>	<p>Grade 6 CCSS.6 NSA.3</p>

JA It's My Business!

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA	Common Core Math
<p>Session One: I Am an Entrepreneur</p> <p>Working in groups, students play the E-Quiz Game Show. They begin to identify entrepreneurial characteristics they possess by learning about the lives of entrepreneurs both past and present.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> Define entrepreneurship Identify four key entrepreneurial characteristics Recognize personal entrepreneurial characteristics <p>Concepts: business, customer, entrepreneur, innovative, product, profit, service</p> <p>Skills: active listening, deductive reasoning, following directions, group work, self-assessment</p>	<p>Career Exploration</p> <ul style="list-style-type: none"> Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum. 	<p>Economics D.8.2 D.8.8 D.8.10</p> <p>Behavioral Science E.8.5</p> <p>Personal Financial Literacy A.8.1.1 A.8.3.2</p>	<p>Grade 6 6.RSIT.1-2 6.RSIT.4 6.RSIT.7-8 6.SLS.1-5 6.LS.1-6</p> <p>Grade 7 7.RSIT.1-4 7.RSIT.7-10 7.SLS.1-5 7.LS.1-6</p> <p>Grade 8 8.RSIT.1-4 8.RSIT.7-8 8.SLS.1-5 8.LS.1-5</p>	NA
<p>Session Two: I Can Change the World</p> <p>Students work in groups to complete a blueprint for a Teen Club. They identify the first entrepreneurial characteristic—Fill a Need—by considering customer needs and brainstorming product design. They begin to identify the skills and knowledge needed to start a business.</p>	<p>Objectives: The students will:</p> <ul style="list-style-type: none"> Describe how entrepreneurs fill a market need Discuss the role of market research in determining market need and competitive advantage <p>Concepts: apprentice, creative, fill a need, innovative, market, market research, self-taught</p> <p>Skills: active listening, brainstorming, estimating, group work, measuring, problem-solving</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> Self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum. <p>Career Exploration</p> <ul style="list-style-type: none"> Make connections between skills acquired in and out of school and how they apply to careers of interest. 	<p>Economics D.8.2 D.8.8 D.8.10</p> <p>Behavioral Science E.8.1 E.8.5</p> <p>Personal Financial Literacy A.8.1.1 A.8.2.1 A.8.3.2 E.8.2.2</p>	<p>Grade 6 6.RSIT.1-2 6.RSIT.4 6.RSIT.7-8 6.WS.1-2 6.WS.7-8 6.SLS.1-5 6.LS.1-6</p> <p>Grade 7 7.RSIT.1-4 7.RSIT.7-10 7.WS.1-2 7.WS.6-8 7.SLS.1-5 7.LS.1-6</p> <p>Grade 8 8.RSIT.1-4 8.RSIT.7-8 8.WS.1-2 8.WS.7-9 8.SLS.1-5 8.LS.1-5</p>	<p>Grade 6 6.NS.1-3</p> <p>Grade 7 7.NS.1-3</p>

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Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA	Common Core Math
<p>Session Three: I Know My Customer</p> <p>Working in groups, students recognize the second entrepreneurial characteristic— Know Your Customer and Product. They discover ways to market specific products to the appropriate customers.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Create effective advertisements for a variety of businesses <p>Concepts: advertising, customer, market, marketing, product</p> <p>Skills: creative thinking, critical thinking, decision-making, group work, self-assessment</p>	<p>World of Work & Labor Market</p> <ul style="list-style-type: none"> ▪ Demonstrate social skills needed for employability. <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum. ▪ Craft appropriate communications with different purposes/audiences. 	<p>Economics D.8.2 D.8.8 D.8.10</p> <p>Behavioral Science E.8.5 E.8.8</p> <p>Personal Financial Literacy A.8.1.1 A.8.3.2 E.8.2.1 E.8.2.2</p>	<p>Grade 6 6.RSIT.1-2 6.RSIT.4 6.RSIT.7-8 6.WS.1-2 6.WS.7-8 6.SLS.1-5 6.LS.1-6</p> <p>Grade 7 7.RSIT.1-4 7.RSIT.7-10 7.WS.1-2 7.WS.6-8 7.SLS.1-5 7.LS.1-6</p> <p>Grade 8 8.RSIT.1-4 8.RSIT.7-8 8.WS.1-2 8.WS.7-9 8.SLS.1-5 8.LS.1-5</p>	<p>Grade 6 6.RP.1-3 6.NS.1-3 6.SP.1-5</p> <p>Grade 7 7.RP.1-3 7.NS.1-3 7.SP.1 7.SP.5-6 8.SP.1-2 8.SP.4</p>
<p>Session Four: I Have an Idea</p> <p>Students participate in an auction designed to highlight creative and innovative entrepreneurs and their businesses.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize how being creative and innovative are necessary entrepreneurial skills for starting a business ▪ Verbally defend their decisions <p>Concepts: auction, auctioneer, bid, creative, innovative, profit</p> <p>Skills: active listening, critical thinking, money management, self- assessment</p>	<p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Make connections between skills acquired in and out of school and how they apply to careers of interest. ▪ Are exposed to activities based on a wide variety of career clusters and pathways. 	<p>Economics D.8.1 D.8.2 D.8.8 D.8.10</p> <p>Behavioral Science E.8.5</p> <p>Personal Financial Literacy A.8.1.1 A.8.3.2 B.8.1.1 D.8.3.2</p>	<p>Grade 6 6.RSIT.1-2 6.RSIT.4 6.RSIT.7-8 6.SLS.1-5 6.LS.1-6</p> <p>Grade 7 7.RSIT.1-4 7.RSIT.7-10 7.SLS.1-5 7.LS.1-6</p> <p>Grade 8 8.RSIT.1-4 8.RSIT.7-8 8.SLS.1-5 8.LS.1-5</p>	<p>Grade 6 6.RP.1-3 6.NS.1-3 6.SP.1-5</p> <p>Grade 7 7.RP.1-3 7.NS.1-3 7.SP.1 7.SP.5-6 8.SP.1-2 8.SP.4</p>

JA It's My Business!

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA	Common Core Math
<p>Session Five: I See a Need</p> <p>By analyzing current examples of social entrepreneurs, students identify businesses they can start. They examine ways entrepreneurs use the four entrepreneurial characteristics to develop their business plan.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Analyze how entrepreneurs use their knowledge and abilities to create businesses ▪ Develop business plans based on set criteria <p>Concepts: business plan, fill a need, know your customer and product, be creative and innovative, social entrepreneur</p> <p>Skills: analyzing information, critical thinking, group work, problem-solving, self-assessment</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum ▪ Self-directed and group inquiry- based and problem-solving activities are integrated throughout the curriculum. ▪ Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. 	<p>Citizenship C.8.1</p> <p>Economics D.8.2 D.8.4 D.8.8 D.8.10</p> <p>Behavioral Science E.8.4 E.8.5</p> <p>Personal Financial Literacy A.8.1.1 A.8.2.1 A.8.3.2 F.8.4.3 F.8.4.4</p>	<p>Grade 6 6.RSIT.1-2 6.RSIT.4 6.RSIT.7-8 6.SLS.1-5 6.LS.1-6</p> <p>Grade 7 7.RSIT.1-4 7.RSIT.7-10 7.SLS.1-5 7.LS.1-6</p> <p>Grade 8 8.RSIT.1-4 8.RSIT.7-8 8.SLS.1-5 8.LS.1-5</p>	NA
<p>Session Six: Celebrate Entrepreneurs!</p> <p>Students create Entrepreneur Profile Cards to showcase their understanding of the fourth entrepreneurial characteristic— Believe in Yourself.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify characteristics they share with entrepreneurs ▪ Create a Personal Entrepreneur Profile <p>Concepts: fill a need, know your customer and product, be creative and innovative, believe in yourself, entrepreneur profile</p> <p>Skills: analyzing, creative thinking, critical thinking, decision-making, interpreting information, point of view, self-assessment</p>	<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Interpret inventory results and can articulate their personal strengths, work values, learning styles, beliefs, and interests. ▪ Set short- and long-term goals and can articulate those goals as they relate to their strengths, challenges, beliefs, etc. 	<p>Economics D.8.8 D.8.10</p> <p>Behavioral Science E.8.1</p> <p>Personal Financial Literacy A.8.1.1 A.8.3.2</p>	<p>Grade 6 6.RSIT.1-2 6.RSIT.4 6.RSIT.7-8 6.WS.1-2 6.WS.7-8 6.SLS.1-5 6.LS.1-6</p> <p>Grade 7 7.RSIT.1-4 7.RSIT.7-10 7.WS.1-2 7.WS.6-8 7.SLS.1-5 7.LS.1-6</p> <p>Grade 8 8.RSIT.1-4 8.RSIT.7-8 8.WS.1-2 8.WS.7-9 8.SLS.1-5 8.LS.1-5</p>	NA

JA It's My Future

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA
<p>Session One: My Brand</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize that the choices they make in middle school can have a direct impact now and in the future. ▪ Identify corporate and personal brands that represent positive reputations. ▪ Design a logo as part of expressing a personal brand. 	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum 	<p>Behavioral Science E.8.1 E.8.2</p>	<p>Grade 6 L. 6.1 L.6.4 SL. 6.1 SL. 6.2</p> <p>Grade 7 L. 7.1 L.7.4 SL. 7.1 SL. 7.2</p> <p>Grade 8 L. 8.1 L.8.4 SL. 8.1 SL. 8.2</p>
<p>Session Two: Career Clusters</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Examine career clusters and the jobs in each cluster that they would like to further explore. ▪ Understand the inter-connectivity and value of all types of jobs. 	<p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Examine career information for career exploration. ▪ Describe how careers are categorized by career clusters and pathways. ▪ Locate information on clusters based on their interests and self-awareness. ▪ Take age-appropriate inventories and assessments for career exploration to identify related career clusters and pathways. <p>Self-Awareness</p> <ul style="list-style-type: none"> ▪ Interpret inventory results and articulate their personal strengths, work values, learning styles, and interests. 	<p>Personal Financial Literacy A.8.3.2</p>	<p>Grade 6 L.6.4 SL. 6.1 L.7.4</p> <p>Grade 7 SL. 7.1 L.8.4</p> <p>Grade 8 SL. 8.1</p>

JA It's My Future

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA
<p>Session Three: High-Growth Careers</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the four factors to consider in choosing a job. ▪ Describe industries that are forecasted to have high growth. 	<p>World of Work & Labor Market</p> <ul style="list-style-type: none"> ▪ Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway. <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Self-directed and group inquiry- based and problem-solving activities are integrated throughout the curriculum. 	<p>Behavioral Science E.8.4 E.8.5</p> <p>Personal Financial Literacy A.8.1.1</p>	<p>Grade 6 RI. 6.1 L. 6.1 L. 6.3 L.6.4 SL. 6.1 SL. 6.5</p> <p>Grade 7 RI. 7.1 L. 7.1 L. 7.3 L.7.4 SL. 7.1 SL. 7.5</p> <p>Grade 8 RI. 8.1 L. 8.1-4 SL. 8.1,5</p>
<p>Session Four: Career Mapping</p> <p>Students explore how to use life experiences to develop work skills and how to map a path to employment goals.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify work skills already developed from experiences and activities. ▪ Plan significant markers they need to reach to earn a particular job. 	<p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Make connections between skills acquired in and out of school and how they apply to careers of interest. ▪ Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum. 	<p>Personal Financial Literacy A.8.1.1 A.8.3.2</p>	<p>Grade 6 RI. 6.1 SL. 6.1</p> <p>Grade 7 RI. 7.1 SL. 7.1</p> <p>Grade 8 RI. 8.1 SL. 8.1</p>
<p>Session Five: On the Hunt</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting tools, including applications, resumes, recommendations, and interviewing. ▪ Analyze where to look for a job. ▪ Understand the importance of keeping a record of vital information. 	<p>World of Work & Labor Market</p> <ul style="list-style-type: none"> ▪ Identify and exhibit positive social skills consistent with employability. <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Instruction in crafting appropriate communications with different purposes or audiences is integrated throughout the curriculum. 		<p>Grade 6 RI. 6.1 L.6.4 SL. 6.1</p> <p>Grade 7 RI. 7.1 L.7.4 SL. 7.1</p> <p>Grade 8 RI. 8.1 L.8.4 SL. 8.1</p>

JA It's My Future

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA
<p>Session Six: How to Keep (or Lose) a Job</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Differentiate between technical skills and soft skills. ▪ Describe specific soft skills they already possess and those they need to practice. 	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Identify and exhibit positive social skills consistent with employability. 		<p>Grade 6 L.6.4 SL. 6.1 RI. 6.1 W.6.2 W.6.4</p> <p>Grade 7 L.7.4 SL. 7.1 RI. 7.1 W.7.2 W.7.4</p> <p>Grade 8 L.8.4 SL. 8.1 RI. 8.1 W.8.2 W.8.4</p>

JA Finance Park

Unit Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA	Common Core Math
<p>Unit One: Income</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Rate their interests, abilities, and values. ▪ Determine work preferences and match them to career choices. ▪ Define taxes and explain their purpose and impact on income. ▪ Figure net monthly income. <p>Concepts: Career, Goals, Government, Income, Values, Salary, Taxes, Wages</p> <p>Skills: 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>Career Exploration</p> <ul style="list-style-type: none"> ▪ Identify 2-3 career clusters that are compatible with their interests, strengths, and values as identified in assessments. ▪ Describe how careers of interest relate to their assessment information and interests. ▪ Make connections between skills acquired in and out of school and how they apply to careers of interest. ▪ Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. <p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Interpret inventory results and articulate personal strengths, then link them to activities and experiences. <p>Financial Knowledge</p> <ul style="list-style-type: none"> ▪ Experience instruction and guidance for developing an understanding of relevant financial concepts. 	<p>Personal Financial Literacy</p> <p>A.8.1.1 A.8.1.2 A.8.2.1 A.8.3.2 A.8.4.1 A.8.4.3 B.8.4.2</p>	<p>Grade 6 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10 SL.9-10.1 L.9-10.1 L.9-10.4</p> <p>Grades 11-12 SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p>Grade 6 RP.3b NS.2 NS.3 NS.5 SP.1 SP.2</p> <p>Grade 7 RP.2.b NS.2 NS.3 EE.1 EE.2</p> <p>Mathematical Practices Grades 6-8 1-2 4-7</p>

JA Finance Park

Unit Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA	Common Core Math
<p>Unit Two: Saving, Investing and Risk Management</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the benefits of saving a portion of income for future use. ▪ Explain short- and long-term saving options. ▪ Explain some of the advantages and disadvantages of various saving and investing options. ▪ Assess personal risk and risk management. <p>Concepts: Benefits, Goals, Interest, Saving, Savings, Investment, Opportunity cost, Risk</p> <p>Skills: 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>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Instruction in crafting appropriate communications with different purposes/audiences is integrated throughout the curriculum. 	<p>Personal Financial Literacy</p> <p>B.8.1.1 B.8.2.1 B.8.2.2 D.8.1.1 D.8.1.2 D.8.2.1 D.8.2.2 D.8.3.1 D.8.3.2 D.8.3.3 D.8.5.1 E.8.3.1 G.8.1.1 G.8.1.2 G.8.1.3 G.8.2.1 G.8.2.2 G.8.2.3 G.8.3.1 G.8.3.2</p>	<p>Grade 6 RI.6.2 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 RI.7.2 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10 SL.9-10.1 L.9-10.1 L.9-10.4</p> <p>Grades 11-12 SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p>Grade 6 RP.3b NS.2 NS.3 NS.5 SP.1 SP.2</p> <p>Grade 7 RP.2.b NS.2 NS.3 EE.1 EE.2 SP.5</p> <p>Mathematical Practices Grades 6-8 1-7</p>
<p>Unit Three: Debit and Credit</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define financial institutions and identify the services they provide. ▪ Examine debit and credit cards and their use. ▪ Explain the benefits and common pitfalls of credit cards. ▪ Explain the benefits of debit cards. ▪ Define credit score and describe how it influences the ability to get credit and borrow money. <p>Concepts: Banking, Credit, Credit reports, Credit score, Debit, Debt, Deposit insurance, Financial responsibility, Identity theft, Interest, Loans, Payment methods</p> <p>Skills: 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>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum. ▪ Group work and instruction in effective collaboration and leadership skills are integrated throughout the curriculum <p>Financial Knowledge</p> <ul style="list-style-type: none"> ▪ Receive instruction, experiences, and guidance, for developing an understanding of relevant financial concepts. 	<p>Personal Financial Literacy</p> <p>B.8.2.2 C.8.1.1 C.8.1.2 C.8.2.1 C.8.2.2 C.8.2.3 C.8.2.4 C.8.3.1 C.8.3.2 C.8.4.1 C.8.4.2 C.8.4.3 C.8.5.1 C.8.5.2 C.8.5.3</p>	<p>Grade 6 SL.6.1 SL.6.2 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 SL.7.1 SL.7.2 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10 SL.9-10.1 L.9-10.1 L.9-10.4</p> <p>Grades 11-12 SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p>Grade 6 RP.3b NS.2 NS.3 NS.5</p> <p>Grade 7 RP.2.b NS.3</p> <p>Grade 8 G.8 SP.2</p> <p>Mathematical Practices Grades 6-8 1-2 5-7</p>

JA Finance Park

Unit Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Content Standards	Common Core ELA	Common Core Math
<p>Unit Four: Budget+</p> <p>Students recognize the importance of spending wisely to achieve financial success and the value of creating and maintaining a budget.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Categorize spending by needs and wants. ▪ Compare teen and adult spending patterns. ▪ Determine which categories belong in a budget. ▪ Relate the need to save money to meet goals. ▪ Prepare a budget using goals and income. <p>Concepts: Wants and needs, Goal setting, Impulse buying, Budgets, Categorizing spending</p> <p>Skills: Active listening, critical thinking, self-knowledge, self-reflection, math computation, reading, working in pairs and teams, and interpreting and working with data</p>	<p>Financial Knowledge</p> <p>Create a mock budget for using income from a career of interest that addresses cost of living.</p>	<p>Personal Financial Literacy</p> <p>B.8.1.2 B.8.3.1 B.8.3.2 B.8.3.2 D.8.5.1 D.8.1.2 D.8.5.1 E.8.1.1 E.8.2.1 E.8.2.2 E.8.6.3 F.8.1.2</p>	<p>Grade 6 RI.6.1 SL.6.1 L.6.1 L.6.3 L.6.4</p> <p>Grade 7 RI.7.1 SL.7.1 L.7.1 L.7.3 L.7.4</p> <p>Grade 8 RI.8.1 SL.8.1 L.8.1 L.8.3 L.8.4</p> <p>Grades 9-10 SL.9-10.1 L.9-10.1 L.9-10.4</p> <p>Grades 11-12 SL.11-12.1 L.11-12.1 L.11-12.4</p>	<p>Grade 6 NS.2 NS.3 NS.5</p> <p>Grade 7 NS.2 NS.3 EE.1 EE.2</p> <p>Mathematical Practices Grades 6-8 1-7</p>
<p>Unit Five: Simulation and Debriefing</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>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Create a family budget using hypothetical life situations. ▪ Make saving and investment decisions. ▪ Reflect on their simulation experience. <p>Concepts: Budget, Expenses, Income, Needs, Savings, Taxes, Wages, Wants</p> <p>Skills: Active listening, critical thinking, interpersonal communication, math computation, self-reflection, teamwork</p>	<p>Financial Knowledge</p> <ul style="list-style-type: none"> ▪ Create a mock budget for using income from a career of interest that addresses cost of living. <p>World of Work and Labor Market</p> <ul style="list-style-type: none"> ▪ Understand salary, standards of living, connections to different careers, and education and training for multiple levels of jobs within the same career pathway. ▪ Identify and exhibit positive social skills consistent with employability. 	<p>Personal Financial Literacy</p> <p>A.8.1.1 A.8.2.1 A.8.3.1 A.8.4.1 B.8.1.1 B.8.1.2 B.8.3.1 B.8.3.2 C.8.4.1 C.8.4.3 D.8.1.2 D.8.1.4 D.8.2.2 D.8.3.1 D.8.3.4 D.8.5.1 E.8.1.1 G.8.1.1 G.8.2.1 G.8.3.1</p>	<p>Grade 6 RI.6.1 W.6.1 W.6.4 W.6.9</p> <p>Grade 7 RI.7.1 W.7.1 W.7.4 W.7.9</p> <p>Grade 8 RI.8.1 W.8.1 W.8.4 W.8.9</p> <p>Grades 9-10 RI.9-10.1 W.9-10.4 W.9-10.9</p> <p>Grades 11-12 W.11-12.4 W.11-12.9</p>	<p>Grade 6 NS.2 NS.3 NS.5</p> <p>Grade 7 NS.2 NS.3 EE.1 EE.2</p> <p>Mathematical Practices Grades 6-8 1-7</p>

JA Be Entrepreneurial

Session Description	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA
<p>Session One: Introduction to Entrepreneurship</p> <p>Students test their knowledge about entrepreneurship, and they begin the process to select a product or service for a business venture.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize the elements of a successful business start-up Evaluate myths and facts about entrepreneurship Consider product-development options <p>Concepts: entrepreneur, entrepreneurial spirit, non-profit business, product development, social entrepreneur</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, oral and written communication, presenting information, working in groups</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum. 	<p>Social Studies/Economics D.12.1 D.12.2</p> <p>Personal Financial Literacy F.12.4</p> <p>WCCTS MF8.a.14.h MF8.a.15.h</p>	<p>Grades 9-10 910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>
<p>Session Two: What's My Business?</p> <p>Students select a product or service for a business venture.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize the importance of carefully selecting a product or service before starting a business Apply passions, talents, and skills to a market-needs assessment to determine the basis of a business plans. <p>Concepts: entrepreneur, franchise, non-profit business, product development</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, oral and written communication, presenting information, reading for understanding, working pairs</p>	<p>Self-Awareness</p> <ul style="list-style-type: none"> Interpret and articulate personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers. 	<p>Social Studies/Economics D.12.1 D.12.2 D.12.10</p> <p>Personal Financial Literacy E.12.1 F.12.2 F.12.3 F.12.4</p> <p>WCCTS MF9.a.11.h MF9.a.12.h MF9.a.15.h</p>	<p>Grades 9-10 910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>

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Session Description	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA
<p>Session Three: Who’s My Customer? Students analyze potential markets.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize the importance of analyzing markets Apply a needs assessment to the market available to a specific product <p>Concepts: advertisement, entrepreneur, customer, demographic, market needs, marketing</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, graphic presentation, oral and written communication, presenting information, reading for understanding, working in groups</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> Student-determined self- directed and group inquiry- based and problem-solving activities are integrated throughout the curriculum. 	<p>Social Studies/ Economics</p> <p>D.12.1 D.12.2 D.12.10</p> <p>Personal Financial Literacy</p> <p>E.12.1 F.12.2 F.12.3 F.12.4</p> <p>WCCTS</p> <p>MF8.a.16.h MF9.a.14.h</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>
<p>Session Four: What’s My Advantage?</p> <p>Students determine how to set a product apart from competition.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define competitive advantages and recognize them in other businesses Express the importance of selecting competitive advantages that offer an edge over the competition for a product and market <p>Concepts: competitive advantages, customer, entrepreneur, profit, product</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, graphic presentation, oral and written communication, presenting information, reading for understanding, working in groups</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> Instruction in crafting appropriate communications is integrated throughout the curriculum. 	<p>Social Studies/ Economics</p> <p>D.12.1 D.12.2 D.12.10</p> <p>Personal Financial Literacy</p> <p>E.12.1 E.12.2 F.12.1 F.12.2 F.12.3 F.12.4</p> <p>WCCTS</p> <p>MF9.a.11.h MF9.a.12.h MF9.b.12.h</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>

JA Be Entrepreneurial

Session Description	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA
<p>Session Five: Competitive Advantages</p> <p>Students decide how to set a product or service apart from the competition.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Evaluate competitive advantages Select competitive advantages that will drive a developing business venture <p>Concepts: competitive advantages, entrepreneur, profit</p> <p>Skills: analyzing information, categorizing data, decision-making, evaluating alternatives, oral and written communication, reading for understanding, working in groups</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> Receive instruction in crafting appropriate communications with different purposes/audiences. 	<p>Social Studies/ Economics</p> <p>D.12.1 D.12.2 D.12.10</p> <p>Personal Financial Literacy</p> <p>E.12.1 E.12.2 F.12.1 F.12.2 F.12.3 F.12.4</p> <p>WCCTS MF9.a.16.h</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>
<p>Session Six: Ethics Are Good for Business</p> <p>Students consider consequences in making ethical business decisions.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Evaluate short- and long-term consequences in making ethical decisions Express that being ethical can be good for business <p>Concepts: consequences, entrepreneur, ethical dilemma, ethics, social responsibility, stakeholder</p> <p>Skills: analyzing information, categorizing data, decision-making, expressing multiple viewpoints, evaluating alternatives, oral and written communication, reading for understanding, weighing consequences, working in pairs</p>	<p>Financial Knowledge</p> <ul style="list-style-type: none"> Summarize how financial concepts relate to personal goals and vision for the future. 	<p>Social Studies/ Economics</p> <p>D.12.12 E.12.9</p> <p>Personal Financial Literacy</p> <p>F.12.2 F.12.4</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>

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Session Description	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA
<p>Session Seven: The Business Plan</p> <p>Students compile a sample business plan.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Compile entrepreneurial elements into a sample business plan <p>Concepts: business plan, competitive advantages, entrepreneur, ethics, financing, management, market, product development</p> <p>Skills: analyzing information, business planning, categorizing data, decision-making, evaluating alternatives, oral and written communication, reading for understanding, working in pairs</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum. 	<p>Social Studies/ Economics D.12.2</p> <p>Personal Financial Literacy E.12.1 E.12.2 F.12.1 F.12.2 F.12.3 F.12.4</p> <p>WCCTS MF9.b.15.h</p>	<p>Grades 9-10 910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>

JA Career Success

Session Description	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA
<p>Session One: Get Hired: Critical Thinking and Creativity</p> <p>Students are introduced to the need to be work ready by developing the 4 C's skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Use a problem-solving technique to solve personal and professional problems. Apply critical-thinking skills to work-based problems. Recognize that decisions made in the workplace have consequences. 	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> Receive instruction in study skills. Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum. 	<p>WCCTS 4C1.a.7.h 4C1.a.9.h 4C.1.b.7.h 4C1.b.9.h</p>	<p>Grades 9-10 RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p>Grades 11-12 RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p>Session Two: Get Hired: Communication and Conflict-Management Skills</p> <p>Students apply communication skills to resolve conflicts in work-based scenarios. Students will role-play conflicts and conflict management. They will explore behaviors that inflame conflict and behaviors that lead to a resolution.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize common responses to conflict. Apply conflict-management skills to resolve work-based issues. 	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> Receive instruction in effective collaboration, communication, and leadership skills 	<p>WCCTS 4C2.a.15.h 4C2.b.5.h 4C2.b.6.h 4C3.c.7.h 4C3.c.8.h</p>	<p>Grades 9-10 RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p>Grades 11-12 RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p>Session Three: Get Hired: Collaboration and Creativity</p> <p>Students practice collaboration—a 4 C's skill—by using a teambuilding model referred to as the GRPI model (Goals, Roles and Responsibilities, Processes, and Interpersonal Relationship Skills). The model describes the behaviors found in high- performance teams in the workplace.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Demonstrate collaboration with team members to accomplish work-based challenges. Recognize the components of a high-performance team. 	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> Student-determined self-directed and group inquiry- based and problem-solving activities are integrated throughout the curriculum. 	<p>Personal Financial Literacy F.12.2.1</p> <p>WCCTS 4C3.a.9.h 4C2.a.14.h 4C3.b.7.h 4C3.b.8.h CD1.b.5.h</p>	<p>Grades 9-10 RI.9-10.4 SL.9-10.1 SL.9-10.6 L.9-10.1</p> <p>Grades 11-12 RI.11-12.4 SL.11-12.1 L.11-12.1</p>

JA Career Success

Session Description	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA
<p>Session Four: Get Hired: Strong Soft Skills</p> <p>Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job interview workshop to communicate these skills to a potential employer.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify soft skills that are in demand by employers. ▪ Demonstrate personal soft skills in a mock interview. 	<p>Self-Awareness</p> <ul style="list-style-type: none"> ▪ Possess an understanding of who they are and reflect on this self-awareness, applying it to vision development, goal setting, and creating an ACP. <p>World of Work & Labor Market</p> <ul style="list-style-type: none"> ▪ Learn which different "soft skills" are needed for different pathways, and which are most crucial. ▪ Develop effective job seeking tools 	<p>WCCTS CD2.b.7.h CD2.b.8.h</p>	<p>Grades 9-10 RI.9-10.4 W.9-10.2 L.9-10.1 SL.9-10.1</p> <p>Grades 11-12 RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p>Session Five: Know Your Work Priorities</p> <p>Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of being focused, proactive, and adaptable when exploring careers. ▪ Rank work environment priorities as an anchor for further career planning decisions. 	<p>Self-Awareness</p> <ul style="list-style-type: none"> ▪ Interpret and articulate personal strengths and interests ▪ Identify evidence as expressed that relate to the information identified in age-appropriate inventories. <p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Take age-appropriate inventories and assessments for career exploration and reflect on the results. 	<p>Personal Financial Literacy F.12.1.1 F.12.1.2</p> <p>WCCTS CD2.b.9.h CD3.a.10.h CD4.a.6.h CD4.a.7.h CD4.c.4.h</p>	<p>Grades 9-10 RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p>Grades 11-12 RI.11-12.4 SL.11-12.1 L.11-12.1</p>

JA Career Success

Session Description	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA
<p>Session Six: Know Who’s Hiring</p> <p>In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Analyze requirements needed for high-growth industries, such as those offering ▪ STEM-related jobs. ▪ Identify the education and training needed to be adaptable and competitive in the job market. 	<p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Use general career pathway information ▪ Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth. ▪ Understand the relevance of current studies and activities to developing key skills and understanding related to their career of interest. <p>World of Work & Labor Market</p> <ul style="list-style-type: none"> ▪ Use labor market and other information to understand how salary levels differ ▪ Identify the different types of career information to consider when making decisions about career, education and training options. ▪ Identify the financial impact of fringe benefits, work schedules, and other information related to the personal and financial value of specific careers 	<p>Personal Financial Literacy A.12.1.1 A.12.1.2</p> <p>WCCTS CD3.b.5.h CD3.c.6.h</p>	<p>Grades 9-10 W.9-10.1 L.9-10.1</p> <p>Grades 11-12 L.11-12.1</p>
<p>Session Seven: Know Your Personal Brand</p> <p>Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explore how to hunt for a job and the tools needed. ▪ Determine choices they can make to create a positive personal brand as they build their careers. 	<p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Engage in job shadowing, informational interviewing, part-time work, and other career exploration. <p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Instruction in crafting appropriate communications is integrated throughout the curriculum. 	<p>WCCTS CD3.a.14.h CD4.a.9.h CD4.b.6.h</p>	<p>Grades 9-10 RI.9-10.4 RI.9-10.5 W.9-10.2 SL.9-10.1 SL.9-10.2 L.9-10.1</p> <p>Grades 11-12 RI.11-12.4 RI.11-12.5 W.11-12.1 W.11-12.3 W.11-12.9 SL.11-12.1 SL.11-12.2 L.11-12.1</p>

JA Company Program – Blended

Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Literacy in History Social Studies
<p>Meeting One</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Compare entrepreneurship myths and truths and apply this understanding to relevant examples ▪ Apply entrepreneurial thinking personally and professionally ▪ Utilize a work inventory to identify personal skills, knowledge, and interests needed for entrepreneurship <p>Concepts: Board of directors, Book value, Capital, Corporation, Dividend, Leadership, Liquidation, Shareholders, Stock, Stock certificate, Values, Vision, Mission</p> <p>Skills: Gathering and organizing</p>	<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Interpret and can articulate their personal strengths, work values, learning styles, beliefs, and interests identified in age-appropriate inventories then link them to selection of careers. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF8.a.13.h MF8.a.14.h MF8.a.17.h MF9.a.11.h MF9.a.12.h</p>	<p>Grades 9-10 RI.9-10.1-2 RI.9-10.4 W.9-10.6 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.6 SL.11-12.1-2 SL.11-12.4 L.11-12.1-2 L.11-12.6</p>	
<p>Meeting Two</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify product or service ideas based on needs or problems in their life or community ▪ Utilize brainstorming, needs analysis, and group decision making in a real-world task <p>Concepts: Bylaws, Board of directors, Bookkeeping, Business plan, Capital, Charter, Dividend, Human resources, Liquidation, Marketing, Parliamentary procedure, Production, Profit, Public relations</p> <p>Skills: Analyzing and interpreting information, Critical reading, Researching, Working in groups</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Student-determined self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum. ▪ Explicit instruction in study skills is integrated throughout the curriculum. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF8.a.15.h MF8.a.16.h MF9.a.13.h MF9.a.15.h</p>	<p>Grades 9-10 RI.9-10.1 RI.9-10.4 W.9-10.4 W.9-10.6-7 SL.9-10.1-2 SL.9-10.4-5 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.6 SL.11-12.1-2 SL.11-12.4 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.4 RH.6</p> <p>Grades 11-12 RH.1 RH.4 RH.6</p>
<p>Meeting Three</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Examine a business idea and conduct basic market research to vet a business venture prior to committing company resources ▪ Apply a SWOT analysis to a business idea <p>Concepts: Market research, Market survey</p> <p>Skills: Product analysis, Interpretation of information, Working in groups</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Instruction in crafting appropriate communications is integrated throughout the curriculum. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF8.b.3.h MF9.a.14.h MF9.a.16.h</p>	<p>Grades 9-10 RI.9-10.1 W.9-10.4 W.9-10.6-7 SL.9-10.1-3 L.9-10.1-2</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.4 W.11-12.6-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.4</p> <p>Grades 11-12 RH.1 RH.4</p>

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Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Literacy in History Social Studies
<p>Meeting Four</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the basic business cycle ▪ Produce a business plan with specific tasks and priorities <p>Concepts: Break-even point, Cost- benefit analysis, Fixed costs, Gross profit, Material cost per unit, Net price, Product evaluation, Sales commission, Variable costs</p> <p>Skills: Gathering and organizing information, Synthesizing and evaluating data, Working in groups</p>	<p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Engage in job shadowing, informational interviewing, part- time work, and other career exploration. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF9.b.12.h MF9.b.1.h MF9.d.12.h</p>	<p>Grades 9-10 RI.9-10.1-2 W.9-10.2,4 W.9-10.6-7 SL.9-10.1-3 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.4 W.11-12.6-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.2 RH.4 whST.2 whST.4 whST.5 whST.6</p> <p>Grades 11-12 RH.1 RH.2 RH.4 whST.2 whST.4 whST.5 whST.6</p>
<p>Meeting Five</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Launch a business venture using a finalized business plan and specific priorities ▪ Demonstrate accountability by creating a report on the key components of the finalized business plan to present to the local JA board <p>Concepts: Business plan, Meeting agenda, Parliamentary procedure</p> <p>Skills: Working in groups, Oral and written communication, Public speaking, Synthesizing and evaluating information</p>	<p>World of Work and Labor Market</p> <ul style="list-style-type: none"> ▪ Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF9.d.11.h MF9.d.14.h MF9.d.15.h</p>	<p>Grades 9-10 RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 whST.2 whST.6</p> <p>Grades 11-12 RH.1 whST.2 whST.6</p>
<p>Meeting Six</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Analyze types of capitalization and evaluate their pros and cons related to a venture's specific needs ▪ Provide status update ▪ Review assigned tasks and priorities ▪ Create a pitch to a potential investor <p>Concepts: business plan, production, sales</p> <p>Skills: listening, making observations, oral and written communication, working in groups</p>	<p>World of Work and Labor Market</p> <ul style="list-style-type: none"> ▪ Learn which different "soft skills" are needed for different pathways, and which are most crucial. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF9.c.6.h MF9.c.7.h MF9.c.8.h MF9.c.9.h</p>	<p>Grades 9-10 RI.9-10.1 W.9-10.4-7 SL.9-10.1-2 SL.9-10.4-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2,4 W.11-12.5-6 SL.11-12.1-2 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.2 RH.9</p> <p>Grades 11-12 RH.1 RH.2 RH.9</p>

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Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Literacy in History Social Studies
<p>Meeting Seven</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize how to influence a group as a leader ▪ Identify various types of leadership and decision-making styles <p>Concepts: Business plan, Production, Sales</p> <p>Skills: Oral and written communication, Making observations, Working in groups</p>	<p>Academic and Career Preparation</p> <ul style="list-style-type: none"> ▪ Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF6.a.13.h MF6.a.15.h</p>	<p>Grades 9-10 RI.9-10.1-2 RI.9-10.4 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2 W.11-12.4-7 SL.11-12.1-2 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.2 RH.4 whST.2 whST.4-9</p> <p>Grades 11-12 RH.1 RH.2 RH.4 whST.2 whST.4-9</p>
<p>Meeting Eight</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Apply sales strategies and techniques to a business start-up ▪ Display knowledge of their customers ▪ Recognize the value of customer service to the bottom line—service before, during, and after the sale <p>Concepts: Close, Production, sales call, Sales strategies</p> <p>Skills: Oral and written communication, Brainstorming, Public speaking, Working in groups</p>	<p>World of Work and Labor Market</p> <ul style="list-style-type: none"> ▪ Learn which different "soft skills" are needed for different pathways, and which are most crucial. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF9.d.16.h MF6.a.9.h MF6.a.10.h MF6.a.11.h</p>	<p>Grades 9-10 RI.9-10.1-2 RI.9-10.4 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2 W.11-12.4-7 SL.11-12.1-2 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.2 RH.4 whST.2 whST.4-6 whST.7-9</p> <p>Grades 11-12 RH.1 RH.2 RH.4 whST.2 whST.4-6 whST.7-9</p>
<p>Meeting Nine</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify a competitive advantage, conduct market research, and communicate with the customer ▪ Apply the 4 P's of Marketing to a business venture <p>Concepts: Best practices, Group assessment, Production</p> <p>Skills: Synthesizing and evaluating information, Making observations, Working in groups</p>		<p>Marketing, Management and Entrepreneurship</p> <p>MF6.c.2.h MF6.c.3.h MF7.b.7.h MF7.b.8.h MF7.b.9.h MF7.c.6.h MF7.c.7.h MF7.c.10.h MF7.d</p>	<p>Grades 9-10 RI.9-10.1-2 RI.9-10.4.8 SL.9-10.1-4 L.9-10.1-2</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.2 RH.4 RH.8</p> <p>Grades 11-12 RH.1 RH.2 RH.4 RH.8</p>

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Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Literacy in History Social Studies
<p>Meeting Ten</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the three basic links in the supply chain for a business startup ▪ Understand how quality control can affect a business's profits <p>Concepts: Annual report, Liquidation, Production</p> <p>Skills: Evaluating and synthesizing information, Interpreting production inventory, Working in groups</p>	<p>World of Work and Labor Market</p> <ul style="list-style-type: none"> ▪ Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF9.d.19.h MF7.e</p>	<p>Grades 9-10 RI.9-10.1.4 SL.9-10.1 L.9-10.1 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 W.11-12.6-7 SL.11-12.1-2 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.3 RH.4 RH.9</p> <p>Grades 11-12 RH.1 RH.3 RH.4 RH.9</p>
<p>Meeting Eleven</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Use financial tools to make information-based decisions ▪ Manage the capital, income, expenses, and other financials of the company in a transparent manner <p>Concepts: Financial records, Budget, Capitalization goals, Break even actuals,</p> <p>Skills: Evaluating and synthesizing information, Interpreting data, Working in groups</p>	<p>Financial Knowledge</p> <ul style="list-style-type: none"> ▪ Interpret knowledge of financial topics to compare personal finances, costs of postsecondary options, financial trends and outlooks of different careers, i.e., Return on Investment (ROI) of financial choices. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF9.e.8.h MF9.e.9.h</p>	<p>Grades 9-10 RI.9-10.1 RI.9-10.4 W.9-10.4-5 SL.9-10.1 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 W.11-12.4 SL.11-12.1 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.4 rhST.4-6</p> <p>Grades 11-12 RH.1 RH.4 rhST.4-6</p>
<p>Meeting Twelve</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Separate from the JA Area and finalize all JA Company responsibilities ▪ Create an Annual Report for stakeholders <p>Concepts: Liquidation, Parliamentary procedure</p> <p>Skills: Individual and company reflection, Group and self- assessment, Synthesizing and evaluating Information, Working in groups</p>	<p>Financial Knowledge</p> <ul style="list-style-type: none"> ▪ Summarize how financial concepts relate to personal goals and vision for the future. <p>Career Exploration</p> <ul style="list-style-type: none"> ▪ Understand the relevance of current studies and activities to developing technical, interpersonal, academic, and other key skills and understanding related to their career of interest. 	<p>Marketing, Management and Entrepreneurship</p> <p>MF9.d.17.h MF9.d.18.h MF9.e.10.h MF9.e.11.h</p>	<p>Grades 9-10 RI.9-10.1 RI.9-10.4 W.9-10.2 W.9-10.4 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2,4 SL.11-12.1 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.2 RH.4 whST.2-4</p> <p>Grades 11-12 RH.1 RH.2 RH.4 whST.2-4</p>

JA Company Program – Blended

Session Descriptions	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Literacy in History Social Studies
<p>Meeting Thirteen</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Create a Personal Action Plan reflecting the entrepreneurial skills and tools gained in the program ▪ Identify the Return on Investment (ROI) of education in career preparation. ▪ Recognize interests, skills, and preferences that would affect career decisions ▪ Celebrate accomplishments <p>Concepts: Action plan, Business opportunities, Entrepreneur</p> <p>Skills: Individual and company reflection and evaluation, Interpreting information, Self- assessment</p>	<p>Self Awareness</p> <ul style="list-style-type: none"> ▪ Identify evidence that relates to the information identified in inventories. ▪ Apply skills to vision development, goal setting, and creation of an ACP. ▪ Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs. ▪ Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan. ▪ Career Exploration ▪ Take age-appropriate inventories and assessments for career exploration and reflect on the results ▪ Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. 	<p>Marketing, Management and Entrepreneurship MF9.e.9.h</p>	<p>Grades 9-10 RI.9-10.1 RI.9-10.4 W.9-10.2 W.9-10.4-7 SL.9-10.1-3 L.9-10.1-2 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 RI.11-12.4 W.11-12.2,4 W.11-12.4-7 SL.11-12.1-2 SL.11-12.4-5 L.11-12.1-2 L.11-12.6</p>	<p>Grades 9-10 RH.1 RH.2 RH.4 whST.2-6</p> <p>Grades 11-12 RH.1 RH.2 RH.4 whST.2-6</p>

JA Economics

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Topic One: Introduction to Economics</p> <p>Chapters 1 and 2 introduce the basic economic problems facing all societies and focus on the structure and values underlying the U.S. economic system.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the nature of human wants and how they are satisfied ▪ Identify and define the four factors of production ▪ Define the meanings of scarcity and opportunity cost ▪ Explain the key ideas in the economic way of thinking ▪ Explain what it means to think at the margin ▪ Describe the choices businesses face and a major goal of business ▪ Identify the basic economic decisions facing all societies ▪ Describe the two branches of economics ▪ Explain why private property, specialization, voluntary exchange, the price system, market competition, and entrepreneurship are considered the pillars of free enterprise ▪ Describe the nature of command, traditional, and mixed economic systems ▪ Explain the three kinds of models economists use ▪ Describe how the circular flow of money, resources, and products explains the function of a free market economy ▪ Define money and explain its three functions ▪ Identify the goals of the U.S. economic system 	<p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>	<p>S-IC.6</p>	<p>B.12.8 B.12.9 C.12.1 C.12.2 C.12.5 C.12.13 D.12.1 D.12.2 D.12.6 D.12.7 D.12.10 D.12.12 D.12.14 E.12.4 E.12.6 E.12.17</p>	<p>F.12.1.1 F.12.4.3</p>

JA Economics

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Topic Two: Supply, Demand, Market Prices, and the Consumer</p> <p>Chapters 3 through 5 describe the price system and the operation of the laws of supply and demand in a market economy, and supply students with analytical tools they can use throughout the course. Chapter 6 focuses on the role of consumers in a market economy and various consumer issues.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain the role prices play in a market economy ▪ Define demand and describe how it illustrates the price effect ▪ Explain why people buy more of something at lower prices and less at higher prices ▪ Describe the relationship between individuals' demands and market demand ▪ Define the price elasticity of demand and explain what determines it ▪ Describe the difference between the price effect and a change in demand ▪ Describe how supply is related to opportunity cost ▪ Define supply and explain the price effect related to supply ▪ Explain why producers want to sell more of something at higher prices and less at lower prices ▪ Describe the relationship between market supply and the supplies of individual sellers ▪ Explain the price elasticity of supply and what determines it ▪ Describe the difference between the price effect and a change in supply ▪ Describe how competitive markets "clear" the amount buyers want to purchase with the amount sellers want to sell ▪ Explain the nature of shortages and surpluses and how market competition eliminates them ▪ Describe how market-clearing prices motivate people to produce goods and services ▪ Describe the kinds of changes that occur in demand and supply, and how these changes affect market-clearing prices ▪ Identify the two main sources of household income ▪ Describe the factors that influence wealth accumulation ▪ Explain how personal budgets help people make good choices as consumers and savers ▪ Identify options to consider when making saving and investment decisions ▪ Describe advantages and disadvantages of using credit ▪ Explain how consumer interests are protected in our economy 	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	S-IC.6	B.12.8 B.12.9 C.12.1 C.12.4 C.12.11 D.12.1 D.12.2 D.12.4 D.12.9 D.12.10 D.12.11 D.12.14 E.12.6 E.12.7	A.12.1.1 A.12.1.2 A.12.2.1 A.12.2.2 A.12.3.1 A.12.3.2 A.12.4.1 A.12.4.3 B.12.1.1 B.12.1.2 B.12.2.1 B.12.2.2 B.12.3.2 B.12.3.3 B.12.4.1 C.12.1.1 C.12.2.3 C.12.2.4 C.12.4.2 C.12.5.3 C.12.6.2 D.12.1.1 D.12.1.3 D.12.2.3 D.12.3.4 D.12.4.1 D.12.5.1 E.12.1.1 E.12.2.1 E.12.3.1 E.12.5.1 E.12.6.2 F.12.1.1 F.12.3.2 F.12.3.3 G.12.1.1 G.12.1.2 G.12.1.3

JA Economics

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Topic Three: Businesses and Their Resources</p> <p>Chapters 7 through 11 discuss the business and economic principles that guide decision-making in business firms. The roles of profit, business organization, business finance, productivity, market structure, and other related topics are addressed.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Identify the characteristics of entrepreneurs ▪ Explain the role of small business in the U.S. economy ▪ Identify information that can be helpful in starting a small business ▪ Explain advantages and disadvantages of sole proprietorships, partnerships, and corporations and identify other types of business organizations ▪ Describe how large corporations are organized ▪ Describe how financial markets help businesses obtain capital resources ▪ Define equity and explain how it is used to finance business growth ▪ Identify the ways businesses save ▪ Define what a stock market is and describe why it is important ▪ Distinguish between a balance and an income statement ▪ Define gross domestic product (GDP) and how it is measured ▪ Explain how real GDP is calculated and how changes in real GDP affect living standards ▪ Define real per capita GDP ▪ Define the meaning of productivity ▪ Identify ways in which businesses have improved productivity ▪ Explain why production costs change as output changes ▪ Define the law of diminishing marginal returns and how this law affects production costs ▪ Explain economies of scale ▪ Describe how labor productivity enables businesses and workers to earn more over time while providing better and lower-priced products ▪ Describe major changes in the U.S. labor force over the past 100 years ▪ Identify what accounts for differences in wages and salaries ▪ Identify non-market forces that affect the labor force ▪ Describe how unions arose in the U.S. and how their growth was influenced by legislation ▪ Identify aspects of current labor-management relations ▪ Explain how firms in the four types of market structure make production and pricing decisions ▪ Describe the types of business mergers ▪ Explain how marketing helps businesses compete ▪ Identify and explain the 4 P's 	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	S-IC.6	B.12.8 B.12.9 B.12.10 B.12.13 C.12.1 C.12.4 C.12.5 C.12.7 C.12.8 C.12.9 C.12.11 C.12.14 D.12.1 D.12.2 D.12.4 D.12.6 D.12.9 D.12.10 D.12.11 D.12.14 E.12.4 E.12.6 E.12.9 E.12.11 E.12.12	A.12.1.1 A.12.2.1 B.12.3.1 C.12.2.1 C.12.3.3 C.12.6.2 D.12.1.2 D.12.1.3 D.12.2.3 D.12.3.1 D.12.3.2 D.12.4.1 D.12.5.1 E.12.2.2 E.12.6.2 F.12.1.1 F.12.1.2 F.12.3.1 F.12.3.2 F.12.4.4 F.12.4.5

JA Economics

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Topic Four: Government, Banking, and Economic Stability</p> <p>In chapters 12 through 14, the focus shifts to the larger economy and the roles of government and financial institutions, as well as monetary and fiscal policies used to moderate the economy's ups and downs.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the four referee roles the federal government fulfills in the economy ▪ Explain how the federal government manages the economy ▪ Describe how the federal government spends and raises its money ▪ Identify and define the two principles of taxation ▪ Explain how proportional, progressive, and regressive taxes differ ▪ Describe the justifications for and the criticisms of federal deficits and the national debt ▪ Define money and describe its functions ▪ Describe the kind of money in use in the united states ▪ Explain the services banks and other financial institutions offer ▪ Describe how banks create money ▪ Explain what the federal reserve system is and what it does ▪ Explain why the value of money changes ▪ Identify the nature of inflation and describe how people are affected by it ▪ Identify and describe the major indicators economists use to measure the health of the economy ▪ Explain the components of the gross domestic product ▪ Define unemployment and describe the types of unemployment ▪ Explain the tools of fiscal policy ▪ Explain the tools of monetary policy ▪ Describe the advantages and disadvantages of fiscal and monetary policies 	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	A-SSE.1 A-SSE.3 A-REI.1-3 S-IC.1 S-IC.3 S-IC.6	B.12.8 B.12.13 C.12.1 C.12.4 C.12.5 C.12.8 C.12.9 C.12.11 C.12.14 D.12.1 D.12.2 D.12.5 D.12.6 D.12.9 D.12.10 D.12.11 D.12.12 D.12.14 E.12.4 E.12.6	A.12.4.1 A.12.4.2 A.12.4.3 A.12.4.4 B.12.4.1 B.12.4.3 D.12.3.2 E.12.6.1 F.12.4.1 F.12.4.3 F.12.5.3

JA Economics

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Topic Five: The Global Economy</p> <p>Chapters 15 and 16 discuss the costs and benefits of international trade, describe the structure and values of other economic systems, and address economic growth and development in industrialized and developing nations.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain why international trade is considered a two-way street ▪ Describe how imports and exports depend on each other ▪ Explain how absolute and comparative advantage differ ▪ Explain why productivity is important in international trade ▪ Identify the arguments for and against trade barriers ▪ Describe the purpose of international trade organizations ▪ Explain the nature of exchange rates and why they change ▪ Explain why a nation’s balance of payments always balances ▪ Define and describe globalization ▪ Identify the worldwide changes that have occurred as a result of globalization ▪ Explain the relationship between economic development and population growth ▪ Describe how china has changed its economy to achieve greater prosperity ▪ Identify the concerns about income growth in less-developed countries ▪ Explain the role property rights and markets can play in the protection of environmental resources ▪ Describe how governments can use market incentives to protect the environment 	<p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-2 910.SLS.4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>	<p>S-IC.6</p>	<p>A.12.1 A.12.4 A.12.5 A.12.6 A.12.7 A.12.10 A.12.11 A.12.12 A.12.13 B.12.9 B.12.10 B.12.13 B.12.16 B.12.17 C.12.2 C.12.5 C.12.8 C.12.11 C.12.12 C.12.13 C.12.14 D.12.1 D.12.2 D.12.3 D.12.4 D.12.6 D.12.7 D.12.8 D.12.10 D.12.13 E.12.4 E.12.6 E.12.9 E.12.17</p>	<p>A.12.1.1 D.12.3.2 D.12.4.1 F.12.1.1 F.12.4.3 F.12.5.1</p>

JA Exploring Economics

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Session One: Economic Systems—Who Makes the Big Decisions?</p> <p>Examine how the economic system a society uses for production, distribution, and consumption of goods and services significantly affects the individuals in that society.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Analyze the impact of a society’s economic system on the decisions it makes about the production, distribution, and consumption of goods and services. Evaluate how the following characteristics affect the efficiency of a market: money, private property, limited government, exchange of resources in available markets, and entrepreneurship <p>Concepts: Command economy, Distribution, Economic systems, Economics, Market economy, Production</p> <p>Skills: Analyzing information, Categorizing data, Decision-making, Evaluating alternatives, Oral and written communication, Reading for understanding, Working in groups</p>		<p>Economics</p> <p>D.12.1 D.12.2</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>	<p>S-IC.1 S-IC.3 S-IC.6</p>
<p>Session Two: Supply and Demand— What’s It Worth to You?</p> <p>Illustrate the impact of supply and demand on the economy by participating in an economic situation using real-life examples.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Review the concepts of supply and demand. Define the term market-clearing price. Demonstrate the interaction between supply and demand in a free-market economy. Respond to real-life examples of price and other market forces that influence supply and demand and the market-clearing price. <p>Concepts: Demand, Economics, Market-clearing Price, Supply, Supply and demand</p> <p>Skills: Analyzing information, Categorizing data, Decision-making, Evaluating alternatives, Listening for understanding, Oral and written communication, Working in groups</p>	<p>Academic and Career Preparation</p> <p>Group work and instruction in effective collaboration, communication and leadership skills are integrated throughout the curriculum.</p>	<p>Economics</p> <p>D.12.1 D.12.10</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>	<p>S-IC.1 S-IC.3 S-IC.6</p>

JA Exploring Economics

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Session Three: Supply and Demand—The JA Market Game</p> <p>Demonstrate the interaction of supply and demand and how market forces affect the prices of products.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Explain the interaction between supply and demand in a free-market economy, with the market's drive toward the market-clearing price. Apply real-life examples of market forces that influence supply and demand <p>Concepts: Demand, Economics, Market-clearing Price, Supply</p> <p>Skills: Analyzing information, Categorizing data, Charting, Decision-making, Graphing, Negotiating, Oral and written communication, Working in groups</p>		<p>Economics</p> <p>D.12.1 D.12.10</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>	<p>S-IC.1 S-IC.3 S-IC.6</p>
<p>Session Four: Saving, Spending, and Investing</p> <p>Explore concepts related to consumers, savers, and investors, including how wealth increases in different saving and investing options. Compare the characteristics, risks, and rewards of several options.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize ways to earn and increase wealth through saving and investing. Analyze examples of wealth acquired through saving and investing. Evaluate different methods of saving and investing, including varied risk and rewards. <p>Concepts: Banks as borrower and lender, Economics, Investing options, Risk versus reward, Saving options, Simple interest</p> <p>Skills: Analyzing information, Categorizing data, Decision-making, Oral and written communication, Public speaking, Reading for understanding, Working in groups</p>	<p>Financial Knowledge</p> <p>Summarize how financial concepts relate to personal goals and vision for the future.</p>	<p>Economics</p> <p>D.12.9 D.12.10 D.12.14</p> <p>Personal Financial Literacy</p> <p>D.12.1.3 D.12.2.1 D.12.2.3 D.12.2.4 D.12.3.3 D.12.3.4 G.12.1.1</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>	<p>S-IC.1 S-IC.3 S-IC.6</p>

JA Exploring Economics

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Session Five: Government’s Role in the Market</p> <p>Analyze the effect of government on the economy, including intervention through the production of public goods and services, taxes, and its role in protecting private property.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Categorize public versus private goods, and explain why governments intervene in the economy by providing public goods. ▪ Express why individuals and businesses pay taxes. ▪ Analyze the impact of the government’s role in protecting private property. <p>Concepts: Economics, Free-rider problem, Non-rivalry, Private property, Public vs. private goods, Public vs. private sector, Taxes</p> <p>Skills: Analyzing information, Categorizing data, Decision-making, Oral and written communication, Public speaking, Working in groups</p>	<p>Academic and Career Preparation</p> <p>Student-determined self-directed and group inquiry-based and problem-solving activities are integrated throughout the curriculum.</p>	<p>Economics D.12.14</p> <p>Personal Financial Literacy D.12.3.2</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>	<p>S-IC.1 S-IC.3 S-IC.6</p>
<p>Session Six: Money, Inflation, and the CPI</p> <p>Learn about inflation and its effect on prices, consumer purchasing power, the willingness of financial institutions to loan money, and how the Consumer Price Index (CPI) monitors inflation.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Define inflation and demonstrate its connection to the availability and value of money in a market, as well as its effect on prices and consumer purchasing power. ▪ Explain and calculate how the Consumer Price Index (CPI) measures consumer prices. ▪ Recognize that inflation can impair a market economy by affecting consumer confidence and funds available for investment. <p>Concepts: Consumer Price Index (CPI), Consumer purchasing power, Economics, Federal Reserve System, Inflation, Inflation rate, Percentage change, United States Bureau of Labor Statistics (BLS)</p> <p>Skills: Analyzing information Categorizing data, Oral and written communication, Public speaking, Reading for understanding, Solving algebraic equations, Working in pairs</p>	<p>Academic and Career Preparation</p> <p>Instruction in crafting appropriate communications is integrated throughout the curriculum.</p>	<p>Economics D.12.2 D.12.5</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>	<p>A-SSE.1 A-SSE.3 A-REI.1-3 S-IC.1 S-IC.3 S-IC.6</p>

JA Exploring Economics

Session Descriptions	Key Learning Objectives	WI ACP Guidelines	WI Academic Standards	Common Core ELA	Common Core Math
<p>Session Seven: International Trade</p> <p>Compare trade policies and the global economy based on the increased utility (satisfaction) of international trade.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Describe the significance of international trade. ▪ Analyze the impact of trade on national and international utility. <p>Concepts: Economic isolationism, Economics, International trade, Regional trade, Trade restrictions, Tariff, Utility, World trade</p> <p>Skills: Categorizing data, Evaluating information, Negotiating, Oral and written communication, Public speaking, Working in groups</p>		<p>Economics</p> <p>D.12.4 D.12.13</p>	<p>Grades 9-10</p> <p>910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.4 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6</p> <p>Grades 11-12</p> <p>1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.4 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6</p>	<p>S-IC.1 S-IC.3 S-IC.6</p>

JA Job Shadow

Session Description	Key Learning Objectives	WI ACP Guidelines	Personal Financial Literacy	Common Core ELA
<p>Session One: Before the Hunt</p> <p>Students are introduced to the <i>JA Job Shadow</i> program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interest, work priorities, and job outlook.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize career clusters that match their skills and interest. Demonstrate self-awareness of their soft skills in work scenarios. 	<ul style="list-style-type: none"> Learn which different "soft skills" are needed for different pathways, and which are most crucial. Use labor market and other information to understand how salary levels differ by level of education, job responsibilities and skills required. 	<p>A.1.1 A.12.2.1 A.12.2.2 A.12.3.2</p>	<p>Grades 9-10 RI.9-10.1 SL.9-10.1 L.9-10.4</p> <p>Grades 11-12 RI.11-12.1 SL.11-12.1 L.11-12.4</p>
<p>Session Two: Perfect Match</p> <p>Students review the Seven Steps to Get Hired and Succeed and analyze job hunting skills. They then participate in mock interviews to prepare for the Job Shadow Challenge at the site visit.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Review methods of identifying job openings. Demonstrate professional interviewing skills. Express expectations for the upcoming site visit. 	<ul style="list-style-type: none"> Develop effective tools for job seeking. Explore postsecondary opportunities for gaining technical skills. Use general career pathway information to identify careers of interest. Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth. 		<p>Grades 9-10 SL.9-10.1 L.9-10.3 L.9-10.4 W.9-10.7</p> <p>Grades 11-12 SL.11-12.1 L.11-12.3 L.11-12.4 W.11-12.7</p>
<p>Session Three: Get Hired: Collaboration and Creativity</p> <p>Students reflect on what they learned before and during the site visit, and they practice business communication by composing a thank-you note. They then create one of four career preparation tools: a career assessment, elevator pitch, resume, or infographic profile.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Evaluate personal priorities based on their site visit experience. Showcase identified skills. Apply program knowledge to at least one of four career preparation tools— career assessment, elevator pitch, resume, or infographic profile. 	<ul style="list-style-type: none"> Participate in extracurricular or work-based learning opportunities that connect to the desired career cluster. Understand the relevance of current studies and activities to their career of interest. Engage in job shadowing, informational interviewing, part-time work, and other career exploration. 	<p>F.2 F.12.3.2 F.12.3.3 F.12.5.4</p>	<p>Grades 9-10 SL.9-10.1 L.9-10.1 L.9-10.3 L.9-10.4 W.9-10.4 W.9-10.5 W.9-10.7</p> <p>Grades 11-12 SL.11-12.1 L.11-12.1 L.11-12.3 L.11-12.4 W.11-12.4 W.11-12.5 W.11-12.7</p>

JA Personal Finance – Blended

Session Details	WI Learning Standards	Common Core ELA	Literacy in History Social Studies
<p>Session One: Money for the Long Run</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Define personal finance and why it matters. Contrast being rich with using financial planning to be financially secure. Express the relationship between career, education choices, and lifetime earnings. <p>Concepts: Earnings, Education, Lifetime earnings, Personal finances</p> <p>Skills: Analyzing information, Comparing and contrasting, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing information</p>	<p>Personal Financial Literacy</p> <p>A.12.1.1 Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>A.3 Explain how income affects lifestyle choices and spending decisions.</p> <p>B.3 Develop a financial vision based on an examination of personal values.</p> <p>B.12.3.3 Estimate the impact of economic conditions, cultural values, age, and location on strategies for reaching personal financial goals.</p> <p>ACP GUIDELINES</p> <ul style="list-style-type: none"> Take age-appropriate inventories and assessments for career exploration and reflect on the results Use general career pathway information that correlates to strengths, values and interests to identify careers of interest. Describe how careers of interest relate to their assessment information and interests and reflect on areas for growth. Understand the relevance of current studies and activities to their career of interest. Interpret and can articulate their personal strengths then link them to selection of careers. Compare postsecondary options based on an analysis of up-front training costs, salary expected in desired career, to personal long term financial goals. 	<p>Grades 9-10</p> <p>RI.910.2 RI.910.4 RI.910.8 W.910.4 W.910.6 SL.910.1 L.910.1 L.910.4</p> <p>Grades 11-12</p> <p>RI.1112.2 RI.1112.4 RI.1112.8 W.1112.4 W.1112.6 SL.1112.1 L.1112.1 L.1112.4</p>	<p>Grades 9-10</p> <p>RH.1 RH.2 RH.3 RH.4 RH.5</p> <p>Grades 11-12</p> <p>RH.3 RH.4</p>
<p>Session Two: Why Budget?</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Plan, prioritize, and adjust expenses to meet a scenario-based budget. Identify the categories of expenses and then practice using a spending journal to track them as a preliminary budgeting step. <p>Concepts: Budgeting, Compound interest, Investing, Opportunity cost, Pay yourself first, Principal, Saving money, Savings</p> <p>Skills: Analyzing information, Categorizing data, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing</p>	<p>Personal Financial Literacy</p> <p>B.1 Demonstrate ability to use money management skills and strategies.</p> <p>F.3 Integrate and apply financial knowledge, attitudes, and skills.</p> <p>D.12.1.1 Evaluate the effect of “compounding” earned interest.</p> <p>D.12.1.3 Identify and assess various means of building wealth.</p> <p>ACP GUIDELINES</p> <ul style="list-style-type: none"> Have opportunities to engage in student-determined self-directed and group inquiry-based and problem-solving activities. Summarize how financial concepts relate to personal goals and vision for the future. 	<p>Grades 9-10</p> <p>RI.910.2 RI.910.4 W.910.4 W.910.6 SL.910.1 L.910.1 L.910.4</p> <p>Grades 11-12</p> <p>RI.1112.2 RI.1112.4 W.1112.4 W.1112.6 SL.1112.1 L.1112.1 L.1112.4</p>	<p>NA</p>

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Session Details	WI Learning Standards	Common Core ELA	Literacy in History Social Studies
<p>Session Three: Anatomy of a Budget</p> <p>Objectives:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> Analyze a variety of financial receipts and artifacts to determine income and expenses and then apply skills to complete a balanced budget. Demonstrate basic budget competencies <p>Concepts: Budget, Budgeting, Expense, Fixed Expenses, Income, Opportunity cost, Variable Expenses</p> <p>Skills: Analyzing information, Categorizing data, Decision making, Evaluating alternatives, Oral and written communication, Prioritizing, Working in teams</p>	<p>Personal Financial Literacy</p> <p>B.12.1.1 Apply various money management strategies to authentic situations and predict results over time.</p> <p>B.12.1.2 Analyze and compare income and spending plans as affected by age, needs, and resources.</p> <p>ACP GUIDELINES</p> <ul style="list-style-type: none"> Group work and instruction in effective collaboration, communication, and leadership skills are integrated throughout the curriculum Interpret knowledge of financial topics as they relate to the creation of a plan for personal finances and costs of postsecondary education and training options. 	<p>Grades 9-10</p> <p>SL.910.1 SL.910.4 L.910.1 L.910.3 L.910.4</p> <p>Grades 11-12</p> <p>SL.1112.1 SL.1112.4 L.1112.1 L.1112.3 L.1112.4</p>	<p>NA</p>
<p>Session Four: Breaking Even Isn't Enough</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> Recognize the key reasons for saving. Apply the steps in developing a savings plan, including the concept of paying yourself first. <p>Concepts: Debt, Credit, Credit cards, Credit reports and scores, Interest</p> <p>Skills: Analyzing information, Creativity, Evaluating alternative, Graphic presentation, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Personal Financial Literacy</p> <p>D.1 Apply strategies for creating wealth/ building assets</p> <p>D.12.2.1 Demonstrate the use of financial services and products to achieve personal financial goals.</p> <p>D.12.2.2 Create a model for comparing savings and investment results using a graphing or internet calculator.</p> <p>D.3 Describe the relationships between saving and investing</p> <p>ACP GUIDELINES</p> <ul style="list-style-type: none"> Set short- and long-term SMART goals based on an understanding of individual strengths and weaknesses, and comprehend the purpose of goal setting. Explain how their goals fit with their personal skills and attributes, current activities, and postsecondary plan. 	<p>Grades 9-10</p> <p>RI.910.2 RI.910.4 RI.910.8 W.910.4 W.910.6 SL.910.1 SL.910.4 L.910.1 L.910.3 L.910.4</p> <p>Grades 11-12</p> <p>RI.1112.2 RI.1112.4 RI.1112.8 W.1112.4 W.1112.6 SL.1112.1 SL.1112.4 L.1112.1 L.1112.3 L.1112.4</p>	<p>Grades 9-10</p> <p>RH.1 RH.2 RH.3 RH.4</p> <p>Grades 11-12</p> <p>RH.1 RH.2 RH.3 RH.4</p>

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Session Details	WI Learning Standards	Common Core ELA	Literacy in History Social Studies
<p>Session Five: The Benefits and Costs of Credit</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize and prevent negative effects of a poor credit score and credit history. ▪ Analyze the costs and benefits of various forms of credit. <p>Concepts: Credit, Credit cards, credit reports and scores, Risk</p> <p>Skills: Analyzing information, Creativity, Evaluating alternatives, Presentation, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Personal Financial Literacy</p> <p>C.1 Identify and evaluate credit products and services.</p> <p>C.12.1.1 Compare the benefits and costs of spending decisions.</p> <p>C.12.1.2 Evaluate information about products and services.</p> <p>C.2 Identify and compare sources of credit.</p> <p>C.12.2.1 Compare the financial benefits and services of different types of lending institutions.</p> <p>C.12.2.2 Assess strategies of debt and credit management.</p> <p>C.12.2.3 Explain credit.</p> <p>C.12.3.1 Evaluate options for payment on credit cards and the consequences of each option.</p> <p>C.12.3.2 Analyze the impact of using a credit card vs. a charge card vs. a debit card as it relates to money management.</p> <p>C.12.4.1 Explain how a “credit score” is used.</p> <p>ACP GUIDELINES</p> <ul style="list-style-type: none"> ▪ Student-determined self- directed and group inquiry- based and problem-solving activities are integrated throughout the curriculum. 	<p>Grades 9-10</p> <p>RI.910.2 RI.910.4 RI.910.8 W.910.4 W.910.6 SL.910.1 SL.910.4 L.910.1 L.910.3 L.910.4</p> <p>Grades 11-12</p> <p>RI.1112.2 RI.1112.4 RI.1112.8 W.1112.4 W.1112.6 SL.1112.1 SL.1112.4 L.1112.1 L.1112.3 L.1112.4</p>	<p>Grades 9-10</p> <p>RH.1 RH.2 RH.3 RH.4</p> <p>Grades 11-12</p> <p>RH.1 RH.2 RH.3 RH.4</p>
<p>Session Six: Maximize your Money</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize and apply various techniques to maximize buying power. ▪ Evaluate various selling techniques and situations to determine the best values. <p>Concepts: Expense, Opportunity cost, Savvy shopping, Value</p> <p>Skills: Analyzing information, Comparison shopping, Evaluating alternatives, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Personal Financial Literacy</p> <p>E.12.1.1 Compare and contrast individual differences and influences on consumer decisions related to money.</p> <p>E.2 Investigate the purposes, strategies, and effects of various business practices, including sales schemes or scams.</p> <p>E.12.2.1 Evaluate the influence of advertising and the media on decision making and spending.</p>	<p>Grades 9-10</p> <p>RI.910.2 RI.910.4 RI.910.8 SL.910.1 L.910.1 L.910.4</p> <p>Grades 11-12</p> <p>RI.1112.2 RI.1112.4 RI.1112.8 SL.1112.1 L.1112.1 L.1112.4</p>	<p>Grades 9-10</p> <p>RH.1 RH.2 RH.3 RH.4 RH.5</p> <p>Grades 11-12</p> <p>RH.1 RH.2 RH.3 RH.4</p>

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Session Details	WI Learning Standards	Common Core ELA	Literacy in History Social Studies
<p>Session Seven: On Guard</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Assess and prepare for diverse threats to personal information and finances online and offline. ▪ Identify the signs of identity theft and how to take action against fraud by using a credit report. <p>Concepts: Credit report, Consumer protection, Fraud, Identity theft</p> <p>Skills: Analyzing information, Assessing threats, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Personal Financial Literacy</p> <p>G.1 Understand the nature of personal financial risk and the importance of protecting against financial loss.</p> <p>G.3 Integrate and apply concepts related to personal financial risk, protection from loss, and financial planning.</p> <p>G.12.3.1 Evaluate the results of opportunity-cost analysis to determine individual and family needs for protection.</p> <p>ACP GUIDELINES</p> <ul style="list-style-type: none"> ▪ Instruction in crafting appropriate communications is integrated throughout the curriculum. 	<p>Grades 9-10</p> <p>RI.910.2 RI.910.4 RI.910.8 W.910.4 W.910.6 SL.910.1 SL.910.4 L.910.1 L.910.3 L.910.4</p> <p>Grades 11-12</p> <p>RI.1112.2 RI.1112.4 RI.1112.8 W.1112.4 W.1112.6 SL.1112.1 SL.1112.4 L.1112.1 L.1112.3 L.1112.4</p>	<p>Grades 9-10</p> <p>RH.1 RH.2 RH.3 RH.4</p> <p>Grades 11-12</p> <p>RH.1 RH.2 RH.3 RH.4</p>
<p>Session Eight: Growing Money</p> <p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Recognize the many options for growing money through investing— each with different terms, risks, and rewards. ▪ Express the correlation between risk and reward when investing. <p>Concepts: Compound interest, Interest, Liquidity, Returns, Risk, Virtual trading</p> <p>Skills: Analyzing information, Assessing risk, Filling out forms, Oral and written communication, Reading for understanding, Working in groups</p>	<p>Personal Financial Literacy</p> <p>D.5 Demonstrate ability to use decision-making processes in making financial decisions related to planning, saving, and investing.</p> <p>D.12.5.1 Develop and justify the best investment and/or savings options to achieve particular goals.</p> <p>ACP GUIDELINES</p> <ul style="list-style-type: none"> ▪ Knowledgeably discuss goals, progress toward their goals, and refer to their goals when they transition to new schools and/or programs. 	<p>Grades 9-10</p> <p>RI.910.2 RI.910.4 RI.910.8 SL.910.1 SL.910.4 L.910.1 L.910.3 L.910.4</p> <p>Grades 11-12</p> <p>RI.1112.2 RI.1112.4 RI.1112.8 SL.1112.1 SL.1112.4 L.1112.1 L.1112.3 L.1112.4</p>	<p>Grades 9-10</p> <p>RH.1 RH.2 RH.3 RH.4 RH.5</p> <p>Grades 11-12</p> <p>RH.1 RH.2 RH.3 RH.4</p>

JA Titan

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Session One: How Much? How Many?</p> <p>Students explore how price and production can affect business performance.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Explain how product price makes an impact on profits ▪ Understand how production can affect price, sales, and profit <p>Concepts: business management, price, law of diminishing returns, fixed costs, variable costs, production</p> <p>Skills: decision-making, working in groups, data analysis</p>	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	S-IC.6	D.12.1 D.12.2 D.12.10 D.12.14	A.12.1.1 B.12.1.1 F.12.3.2
<p>Session Two: How Much? How Many? – The Simulation</p> <p>Students learn to make decisions about price and production levels using the <i>JA Titan</i> computer simulation.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Make informed business price and production decisions <p>Concepts: business management, price, law of diminishing returns, fixed costs, variable costs, production</p> <p>Skills: decision-making, working in groups, data analysis</p>	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	S-IC.6	D.12.2 D.12.10 D.12.14	A.12.1.1 B.12.1.1 F.12.3.2

JA Titan

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Session Three: Cutting Edge</p> <p>Students design a research and development plan for their business. They also examine the impact marketing has on sales and explore marketing strategies.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Determine a research and development plan for their business ▪ Explain how businesses determine their target markets and conduct market research ▪ Explain how marketing affects sales ▪ Identify key marketing strategies <p>Concepts: research and development, product life cycle, demographics, target marketing, marketing, marketing research, 4 P's of marketing</p> <p>Skills: analyzing information, working in groups, decision-making, research, critical thinking, planning</p>	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	S-IC.6	D.12.2 D.12.10 D.12.14 E.12.6	A.12.1.1 B.12.1.1 D.12.5.1 E.12.2.1 F.12.3.2
<p>Session Four: Cutting Edge – The Simulation</p> <p>Students learn to make decisions about research and development and marketing using the <i>JA Titan</i> computer simulation.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Make informed research and development and marketing decisions <p>Concepts: research and development, product life cycle, demographics, target marketing, marketing, marketing research, four P's of marketing</p> <p>Skills: analyzing information, working in groups, decision-making, research, critical thinking, planning</p>	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	S-IC.6	D.12.2 D.12.10 D.12.14 E.12.6	A.12.1.1 B.12.1.1 D.12.5.1 E.12.2.1 F.12.3.2

JA Titan

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Session Five: Make an Investment</p> <p>Students learn methods to make capital investment decisions, promote new growth in their businesses through capital investment, and why businesses choose to make charitable giving decisions.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Understand that different businesses use different capital investment strategies ▪ -make recommendations for capital investment based on set parameters ▪ Define charitable giving and explain why businesses make decisions to share their resources <p>Concepts: business management, marketing, charitable giving</p> <p>Skills: research, data analysis, mathematical skills, analyzing information, critical thinking, decision-making, teamwork</p>	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	S-IC.6	D.12.2 D.12.9 D.12.10 D.12.14	A.12.1.1 B.12.1.1 D.12.5.1 F.12.3.2 F.12.5.4
<p>Session Six: Make an Investment – The Simulation</p> <p>Students make decisions about capital investment using the <i>JA Titan</i> computer simulation. Using the online simulation, students also make decisions related to charitable giving.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Make business decisions by applying their knowledge to a business simulation ▪ Use what they have learned about price, production, research and development, marketing, capital investment, and charitable giving to make business decisions using the <i>JA Titan</i> computer simulation <p>Concepts: business management, marketing, charitable giving</p> <p>Skills: research, data analysis, mathematical skills, analyzing information, critical thinking, decision-making, teamwork</p>	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	S-IC.6	D.12.2 D.12.9 D.12.10 D.12.14	A.12.1.1 B.12.1.1 D.12.5.1 F.12.3.2 F.12.5.4

JA Titan

Session Description	Key Learning Objectives	Common Core ELA	Common Core Math	Social Studies	Personal Financial Literacy
<p>Session Seven: JA Titan of Industry – The Competition</p> <p>Using knowledge gained from previous sessions, students compete as businesses to see which will be crowned the JA Titan of Industry.</p>	<p>Objectives:</p> <p>The students will:</p> <ul style="list-style-type: none"> ▪ Understand how business decisions affect business performance ▪ React appropriately to decisions made by other businesses <p>Concepts: price, production, marketing, research and development, capital investment, charitable giving</p> <p>Skills: working in groups, decision-making, reading charts and graphs</p>	910.RSIT.2 910.RSIT.4 910.RSIT.8 910.WS.2 910.WS.7-8 910.SLS.1-4 910.SLS.6 910.LS.1-2 910.LS.4 910.LS.6 1112.RSIT.2 1112.RSIT.4 1112.WS.2 1112.WS.7-8 1112.SLS.1-4 1112.SLS.6 1112.LS.1-4 1112.LS.6	S-IC.6	D.12.2 D.12.9 D.12.10 D.12.14 E.12.6	A.12.1.1 B.12.1.1 D.12.5.1 E.12.2.1 F.12.3.2 F.12.5.4