A Correlation:
Arizona Academic Standards and
Junior Achievement
High School Programs

Updated October 2019
Arizona Social Studies
Arizona Professional Skills

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

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

In this document, Junior Achievement programs are correlated to the 2020 Arizona Social Studies Standards and Arizona Professional Skills, along with the Common Core Standards for English Language Arts (ELA) and Mathematics. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard, but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed. Often, Extended Learning Opportunities within the curriculum directly support an academic standard. When indicated, the letters ELO will appear superscripted next to the standard.

**JA Be Entrepreneurial®** introduces students to the essential components of a practical business plan, and challenges them to start an entrepreneurial venture while still in high school.

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

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

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

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

**JA Job Shadow™** prepares students to be entrepreneurial thinkers in their approach to work. Students will acquire and apply the skills needed in demanding and ever-changing workplaces.

**JA Personal Finance®** focuses on: earning money; spending money wisely through budgeting; saving and investing money; using credit cautiously; and protecting one’s personal finances.

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

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

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

**JA Career Speakers Series™** In JA Career Speakers Series, a volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. (Grades K-12)

**JA Excellence through Ethics™** Through JA Excellence through Ethics, students will learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community. (Grades 6-12)

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

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

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<thead>
<tr>
<th>Session Descriptions</th>
<th>Arizona Academic Standards</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
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<tbody>
<tr>
<td><strong>Session One: Introduction to Entrepreneurship</strong></td>
<td><strong>SS ECONOMICS</strong></td>
<td>Grades 9–10</td>
<td>NA</td>
</tr>
<tr>
<td>Students are introduced to the elements of successful business start-ups, myths and facts about entrepreneurship, and early product development.</td>
<td>A financially literate individual understands how to manage income, spending, and investment. HS.E1.1 Evaluate how and why people make choices to improve their economic well-being. HS.E1.4 Compare the cost and benefits of several types of investments. HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.</td>
<td>RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Grades 11–12</td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>RI.11-12.2,4</td>
<td></td>
</tr>
<tr>
<td>• Recognize the elements of a successful business startup</td>
<td></td>
<td>W.11-12.2,4,7,8</td>
<td></td>
</tr>
<tr>
<td>• Evaluate myths and facts about entrepreneurship</td>
<td></td>
<td>SL.11-12.1,2,3,4,6</td>
<td></td>
</tr>
<tr>
<td>• Consider product-development options</td>
<td></td>
<td>L.11-12.1,2,3,4,6</td>
<td></td>
</tr>
<tr>
<td><strong>Session Two: What’s My Business?</strong></td>
<td><strong>Arizona Professional Skills</strong></td>
<td>Grades 9–10</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td>Students continue to develop their product or service idea by analyzing various sources of successful entrepreneurial ventures, culminating in their selection of a product or service as the basis of their business plan</td>
<td>3.E Creates/innovates to improve workplace productivity. •Builds capacity to create/innovate 5.D Generates innovative ideas, methods, or devices contributing to organizational resources and goals.</td>
<td>RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</td>
<td>2. 3. 5.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Grades 11–12</td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>RI.11-12.2,4</td>
<td></td>
</tr>
<tr>
<td>• Recognize the importance of carefully selecting a product or service before starting a business</td>
<td></td>
<td>W.11-12.2,4,7,8</td>
<td></td>
</tr>
<tr>
<td>• Apply passions, talents, and skills to a market-needs assessment to determine the basis of a business plans</td>
<td></td>
<td>SL.11-12.1,2,3,4,6</td>
<td></td>
</tr>
<tr>
<td><strong>Session Three: Who’s My Customer?</strong></td>
<td><strong>SS ECONOMICS</strong></td>
<td>Grades 9–10</td>
<td>NA</td>
</tr>
<tr>
<td>Students examine how market needs and demographics contribute to successful entrepreneurial ventures.</td>
<td>Individuals and institutions are interdependent within market systems. HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.</td>
<td>RI.9-10.2,4,8 W.9-10.2,4,7,8 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Grades 11–12</td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>RI.11-12.2,4</td>
<td></td>
</tr>
<tr>
<td>• Recognize the importance of analyzing markets</td>
<td></td>
<td>W.11-12.2,4,7,8</td>
<td></td>
</tr>
<tr>
<td>• Apply a needs assessment of the market available to a specific product</td>
<td></td>
<td>SL.11-12.1,2,3,4,6</td>
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<tbody>
<tr>
<td><strong>Session Four: What’s My Advantage?</strong></td>
<td>Students learn the importance of intentionally selecting and applying competitive advantages to an entrepreneurial venture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Define competitive advantages and recognize them in other businesses</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Express the importance of selecting competitive advantages that offer an edge over the competition for a product and market</td>
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<td></td>
</tr>
<tr>
<td><strong>Session Five: Competitive Advantages</strong></td>
<td>Students apply competitive advantages to entrepreneurial ventures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluate competitive advantages</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Select competitive advantages that will drive a developing business venture</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session Six: Ethics Are Good for Business</strong></td>
<td>Students learn to anticipate ethical dilemmas and consider consequences in making ethical business decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evaluate short- and long-term consequences in making ethical decisions</td>
<td></td>
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<tr>
<td></td>
<td>• Express that being ethical can be good for business</td>
<td></td>
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<tr>
<td><strong>Session Seven: The Business Plan</strong></td>
<td>Students apply the six elements of successful start-ups for their products and services.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td>The students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compile entrepreneurial elements into a sample business plan</td>
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</tbody>
</table>

**Arizona Academic Standards**

- **SS ECONOMICS**
  - HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.
  - Individuals and institutions are interdependent within market systems.
  - HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.

- **Arizona Professional Skills**
  - 2.A Commits to achieving collective goals.
  - 3.B Practices inquiry and reflection (I/R) to take action in the workplace.

- **Mathematical Practices**
  - 1-7
## Session Descriptions

### Session One: Get Hired– Critical Thinking and Creativity
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.

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

**Arizona Academic Standards**
- Arizona Professional Skills
  - 3.A Defines a problem in the workplace.
  - 3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work.
  - 7.A Navigates organizational structures and systems.
  - 2.A Commits to achieving collective goals.

**Common Core ELA**
- Grades 9–10
  - RI.9-10.4
  - SL.9-10.1
  - L.9-10.1
- Grades 11–12
  - RI.11-12.4
  - SL.11-12.1
  - L.11-12.1

**Common Core Math**
- NA

### Session Two: Get Hired– Communication and Conflict-Management Skills
Students apply communication skills to resolve conflicts in work-based scenarios. They role-play conflicts and conflict management, and explore behaviors that inflame conflict and behaviors that lead to resolution.

**Objectives:**
The students will be able to:
- Recognize common responses to conflict
- Apply conflict-management skills to resolve work-based issues

**Arizona Academic Standards**
- Arizona Professional Skills
  - 1.A Masters core communication skills for the workplace.
  - 1.B Communicates effectively in a diverse work environment.

**Common Core ELA**
- Grades 9–10
  - RI.9-10.4
  - SL.9-10.1
  - L.9-10.1
- Grades 11–12
  - RI.11-12.4
  - SL.11-12.1
  - L.11-12.1

**Common Core Math**
- HS.4.3.a

### Session Three: Get Hired– Collaboration and Creativity
Students practice collaboration, a 4 C’s skill, by using a teambuilding model referred to as the GRPI (Goals, Roles and Responsibilities, Processes, and Interpersonal Relationship Skills).

**Objectives:**
The students will be able to:
- Demonstrate collaboration with team members to accomplish work-based challenges
- Recognize the components of a high-performance team

**Arizona Academic Standards**
- Arizona Professional Skills
  - 3.E Creates/innovates to improve workplace productivity.
- 4.D Performs assigned tasks with a “can do” attitude.
- 5.A Functions independently within the organizational structure.
- 5.E Exercises leadership in the workplace.

**Common Core ELA**
- Grades 9–10
  - RI.9-10.4
  - SL.9-10.1,6
  - L.9-10.1
- Grades 11–12
  - RI.11-12.4
  - SL.11-12.1
  - L.11-12.1

**Common Core Math**
- NA
<table>
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<th>Common Core Math</th>
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</thead>
</table>
| **Session Four: Get Hired– Strong Soft Skills** | Arizona Professional Skills  
3.D Transfers knowledge and skills from one work situation to another.  
•Builds capacity to transfer skills  
4.A Adheres to organizational protocol related to behavior, appearance, and communication.  
4.B Manages time in accordance with organizational expectations.  
**SS ECONOMICS**  
A financially literate individual understands how to manage income, spending, and investment. HS.E1.1 Evaluate how and why people make choices to improve their economic well-being. | Grades 9–10  
RI.9-10.4  
W.9-10.2  
SL.9-10.1  
L.9-10.1  
**Grades 11–12**  
RI.11-12.4  
SL.11-12.1  
L.11-12.1  
| HS.4.3.a |
| **Session Five: Know Your Work Priorities** | Arizona Professional Skills  
4.C Represents the organization in a positive manner.  
5.C Pursues career advancement opportunities within an organization or field. | Grades 9–10  
RI.9-10.4  
SL.9-10.1  
L.9-10.1  
**Grades 11–12**  
RI.11-12.4  
SL.11-12.1  
L.11-12.1  | NA |
| **Session Six: Know Who’s Hiring** | Arizona Professional Skills  
6.B Contributes to an environment of acceptance and inclusion that enables different cultures and generations to work together.  
7.A Navigates organizational structures and systems. | Grades 9–10  
W.9-10.1  
L.9-10.1  
**Grades 11–12**  
L.11-12.1  | NA |
<table>
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<tr>
<th>Session Seven: Know Your Personal Brand</th>
<th>Arizona Professional Skills</th>
<th>Grades 9–10</th>
<th>Grades 11–12</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>4.A Adheres to organizational protocol related to behavior, appearance, and communication.</td>
<td>RI.9-10.4,5</td>
<td>RL.11-12.4,5</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td>4.E Behaves in a way that distinguishes between personal and work-related matters.</td>
<td>W.9-10.2</td>
<td>W.11-12.1,3,9</td>
<td>NA</td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
<td>SL.9-10.1,2</td>
<td>SL.11-12.1,2</td>
<td>NA</td>
</tr>
<tr>
<td>• Explore how to hunt for a job and the tools needed</td>
<td></td>
<td>L.9-10.1</td>
<td>L.11-12.1</td>
<td>NA</td>
</tr>
<tr>
<td>• Determine choices they can make to create a positive personal brand as they build their careers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Session Details</td>
<td>Arizona Academic Standards</td>
<td>Common Core English Language Arts</td>
<td>Literacy</td>
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<tr>
<td><strong>Meeting One: Start a Business</strong>&lt;br&gt;Students examine their own entrepreneurial traits, how those traits fit within the Company structure, and explore potential ways to fund their venture.</td>
<td><strong>Arizona CTE Career Preparation Technical Standards- Entrepreneurship</strong>&lt;br&gt;Standard 1.0 Evaluate the role of entrepreneurship in society.&lt;br&gt;<strong>SS ECONOMICS</strong>&lt;br&gt;SS HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.&lt;br&gt;<strong>Arizona Professional Skills</strong>&lt;br&gt;2.A Commits to achieving collective goals:&lt;br&gt;• Identifies personal strengths&lt;br&gt;• Respects contributions of others&lt;br&gt;• Contributes to an environment of collaboration&lt;br&gt;• Ensures diversity in collaboration</td>
<td><strong>Grades 9-10</strong>&lt;br&gt;RL.9-10.1-2&lt;br&gt;RL.9-10.4&lt;br&gt;W.9-10.4&lt;br&gt;SL.9-10.1-2&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Meeting Two: Fill a Need</strong>&lt;br&gt;Students brainstorm potential products and services that could fill a need or solve a problem and determine which business ideas should be vetted further.</td>
<td><strong>Arizona Professional Skills</strong>&lt;br&gt;3.A Defines a problem in the workplace.&lt;br&gt;3.B Practices inquiry and reflection (I/R) to take action in the workplace.</td>
<td><strong>Grades 9-10</strong>&lt;br&gt;RL.9-10.1&lt;br&gt;RL.9-10.4&lt;br&gt;W.9-10.4&lt;br&gt;W.9-10.6-7&lt;br&gt;SL.9-10.1-2&lt;br&gt;SL.9-10.4-5&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4</td>
<td><strong>Grades 9-10</strong>&lt;br&gt;RH.1&lt;br&gt;RH.4&lt;br&gt;RH.6&lt;br&gt;<strong>Grades 11-12</strong>&lt;br&gt;RH.1&lt;br&gt;RH.4&lt;br&gt;RH.6</td>
<td></td>
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</tbody>
</table>
### Session Details

#### Meeting Three: Vet the Venture
Students conduct research on their top product or service ideas and decide on which idea to move forward with based on a series of factors.

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

**Arizona CTE Career Preparation Technical Standards- Entrepreneurship**
10.5 Explain the importance of management tools (e.g., 10-year plan, SWOT, employee surveys, and customer surveys)

**Arizona Professional Skills**
3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work:
- Composes a plan
- Constructs a model (visual, symbolic, or linguistic)
- Makes decisions
- Uses tools strategically
- Argues a case

**Common Core ELA**
- Grades 9-10
  - R.9-10.1
  - W.9-10.4
  - W.9-10.6-7
  - SL.9-10.1-3
  - L.9-10.1-2

**Grades 11-12**
- R.11-12.1
- R.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

**Literacy**
- Grades 9-10
  - RH.1
  - RH.4

- Grades 11-12
  - RH.1
  - RH.4

### Meeting Four: Create a Structure
Students form business teams and begin to develop their business plan through a series of specialized tasks.

**Objectives:**
The students will:
- Form and select Business Teams.
- Collaborate in Business Teams to determine leadership, conduct research, and assign tasks in order to launch the business.
- Work individually or with other Company members to conduct research and complete tasks in order to launch the business.

**Arizona CTE Career Preparation Technical Standards- Entrepreneurship**
10.6 Describe the impact of business communications on the success of an operation.
12.4 Develop job descriptions.

**Arizona Professional Skills**
2.A Commits to achieving collective goals.
2.B Promotes an environment of trust.
3.D Transfers knowledge and skills from one work situation to another.
3.E Creates/innovates to improve workplace productivity.

**Common Core ELA**
- Grades 9-10
  - R.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

**Grades 11-12**
- R.11-12.1
- R.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

**Literacy**
- Grades 9-10
  - RH.1
  - RH.2
  - RH.4
  - whST.2.
  - whST.4
  - whST.5
  - whST.6

- Grades 11-12
  - RH.1
  - RH.2
  - RH.4
  - whST.2.
  - whST.4
  - whST.5
  - whST.6
### Session Details  
**Meeting Five: Launch the Business**  
Business teams report on their tasks and findings to the entire Company and come to a consensus on major decisions as they launch the business and finalize their business plan.  
**Objectives:**  
The students will:  
- Engage in business communication and implementation.  
- Research business processes, and integrate information across all teams.  
- Apply the concept of accountability to practices in the Company.  
- Complete a business plan.  
**Arizona CTE Career Preparation Technical Standards- Entrepreneurship**  
13.1 Develop core values (e.g., sustainability, innovation, excellence, creativity, social responsibility, and quality)  
13.2 Establish corporate culture based on core values.  
13.3 Define the mission and develop a vision statement for the business.  
**Arizona Professional Skills**  
5.A Functions independently within the organizational structure:  
- Performs necessary tasks  
- Strives to improve personal delivery of services  
- Improves personal performance/behaviors continuously  
**Arizona Academic Standards**  
**Common Core ELA**  
**Literacy**  
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  
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  
Grades 9-10  
RH.1  
whST.2  
whST.6  
Grades 11-12  
RH.1  
whST.2  
whST.6  
---  
**Meeting Six through Eleven: Run the Business**  
Each week, business teams meet to provide status updates to the entire Company, review priorities, and accomplish tasks to meet Company goals and objectives.  
**Objectives:**  
The students will:  
- Practice business communication and implementation.  
- Practice task prioritization.  
- Practice follow-through.  
- Submit important information.  
- Practice problem solving  
**Arizona CTE Career Preparation Technical Standards- Entrepreneurship**  
Standard 3.0 Apply critical thinking, problem-solving, and decision-making skills.  
**Arizona Professional Skills**  
1.B Communicates effectively in a diverse work environment.  
1.C Uses technologies and social media for workplace communication.  
**Arizona Academic Standards**  
**Common Core ELA**  
**Literacy**  
Grades 9-10  
RI.9-10.1  
W.9-10.4-7  
SL.9-10.1-6  
L.9-10.1-2  
L.9-10.4  
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  
Grades 9-10  
RH.1  
RH.2  
RH.9  
Grades 11-12  
RH.1  
RH.2  
RH.9  
---  
**Topic: Capitalization**  
Independently or in groups, members examine types of capitalization and practice the art of the pitch for future start-up capital.  
**Objectives:**  
The students will:  
- Explore sources of capital.  
- Consider which sources of capital might be used for the Company.  
- Learn pitch ideas for building capital or obtaining funding.  
- Present a pitch.  
**Arizona CTE Career Preparation Technical Standards- Entrepreneurship**  
9.3 Determine funding needed to start and grow a business.  
9.4 Identify sources of funding for businesses (e.g., bootstrapping, crowdfunding, investors, and lending institutions)  
9.5 Forecast financial growth based upon organization’s future plans.  
**Arizona Professional Skills**  
1.C Uses technologies and social media for workplace communication.  
**Arizona Academic Standards**  
**Common Core ELA**  
**Literacy**  
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  
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  
Grades 9-10  
RH.1  
RH.2  
RH.4  
whST.2  
whST.4-9  
Grades 11-12  
RH.1  
RH.2  
RH.4  
whST.2  
whST.4-9
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<tr>
<th>Session Details</th>
<th>Arizona Academic Standards</th>
<th>Common Core ELA</th>
<th>Literacy</th>
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</thead>
</table>
| **Topic: Finance** | Arizona CTE Career Preparation Technical Standards- Entrepreneurship  
9.1 Explain the nature and scope of financing.  
9.6 Interpret financial information for decision making and planning.  
Standard 16.0 Develop a financial plan for a business. | Grades 9-10  
RL9-10.1-2  
RL9-10.4  
W.9-10.2  
W.9-10.4-7  
SL.9-10.1-6  
L.9-10.1-2  
L.9-10.4 | Grades 9-10  
RH.1  
RH.2  
RH.4  
whST.2  
whST.4-6  
whST.7-9 |
| Independently or in groups, members practice using the company’s financial tools for their own future business idea. |  |  |  |
| **Objectives:** |  |  |  |
| The students will: |  |  |  |
| • Examine the most important financial elements of a startup. |  |  |  |
| • Practicing using the Business Finance Tool. |  |  |  |
| **Topic: Management and Leadership** | Arizona CTE Career Preparation Technical Standards- Entrepreneurship  
Standard 2.0 Evaluate leadership styles and management functions. | Grades 9-10  
RL9-10.1-2  
RL9-10.4-8  
SL.9-10.1-4  
L.9-10.1-2 | Grades 9-10  
RH.1  
RH.2  
RH.4  
RH.8 |
| Independently or in groups, members explore aspects of leadership. |  |  |  |
| **Objectives:** |  |  |  |
| The students will: |  |  |  |
| • Research how leaders make decisions. |  |  |  |
| • Investigate how leaders influence a company, beyond giving direction. |  |  |  |
| • Provide evidence of a leader’s specific leadership style. |  |  |  |
| • Develop a TED-style talk on leadership. |  |  |  |
| **Topic: Marketing** | Arizona CTE Career Preparation Technical Standards- Entrepreneurship  
11.1 Identify the components of a promotional mix.  
11.4 Explain the impact of product design on consumer behavior.  
11.5 Explain the impact of product design on visual merchandising.  
Standard 15.0 Develop a marketing strategy for a business model. | Grades 9-10  
RL9-10.1-4  
SL.9-10.1  
L.9-10.1  
L.9-10.4 | Grades 9-10  
RH.1  
RH.3  
RH.4  
RH.9 |
| Independently or in groups, members explore aspects of leadership. |  |  |  |
| **Objectives:** |  |  |  |
| The students will: |  |  |  |
| • Learn about the 4 P’s of marketing— Product, Place, Price, and Promotion—and how they are related. |  |  |  |
| • Explore marketing through a virtual job shadow and answer key questions that relate to the 4 P’s. |  |  |  |
### JA Company Program

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<th>Common Core ELA</th>
<th>Literacy</th>
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<tbody>
<tr>
<td><strong>Topic: Sales</strong></td>
<td><strong>Arizona CTE Career Preparation</strong>&lt;br&gt;&lt;br&gt;Technical Standards- Entrepreneurship&lt;br&gt;14.5 Identify customer relationship management strategies.&lt;br&gt;15.7 Identify strategies for generating customer loyalty.&lt;br&gt;15.8 Identify presale activities to facilitate sales presentations.&lt;br&gt;15.9 Employ sales processes and techniques to increase the likelihood of closing sales.</td>
<td>Grades 9-10&lt;br&gt;RI.9-10.1&lt;br&gt;RI.9-10.4&lt;br&gt;W.9-10.4-5&lt;br&gt;SL.9-10.1&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4</td>
<td>Grades 9-10&lt;br&gt;RI.1&lt;br&gt;RH.4&lt;br&gt;rhST.4-6&lt;br&gt;Grades 11-12&lt;br&gt;RI.11-12.1&lt;br&gt;W.11-12.4&lt;br&gt;SL.11-12.1&lt;br&gt;L.11-12.1-2&lt;br&gt;L.11-12.6</td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will:</td>
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<tr>
<td>• Understand tips for sales success.</td>
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<td>• Create a video blog entry about a product or service to practice these tips.</td>
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<tr>
<td><strong>Topic: Supply Chain</strong></td>
<td><strong>Arizona Professional Skills</strong>&lt;br&gt;1.B Communicates effectively in a diverse work environment:&lt;br&gt;• Communicates with diversity in mind</td>
<td>Grades 9-10&lt;br&gt;RI.9-10.1&lt;br&gt;RI.9-10.4&lt;br&gt;W.9-10.4-5&lt;br&gt;SL.9-10.1&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4</td>
<td>NA</td>
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<tr>
<td>Independently or in groups, members explore the basic supply chain and examine quality control techniques.</td>
<td></td>
<td>Grades 11-12&lt;br&gt;RI.11-12.1&lt;br&gt;W.11-12.4&lt;br&gt;SL.11-12.1&lt;br&gt;L.11-12.1-2&lt;br&gt;L.11-12.6</td>
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<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will:</td>
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<tr>
<td>• Explore the interconnected links in a supply chain.</td>
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<td>• Define standards for communicating about production.</td>
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<tr>
<td>• Apply the concept of quality control to practices in the Company.</td>
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<tr>
<td>Session Details</td>
<td>Arizona Academic Standards</td>
<td>Common Core ELA</td>
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</tbody>
</table>
| **Meeting Twelve: Liquidate the Company** | **Arizona CTE Career Preparation**  
Technical Standards- Entrepreneurship  
13.4 Develop a strategic plan including an exit strategy.  
**Arizona Professional Skills**  
4.C Represents the organization in a positive manner:  
- Communicates mission and position  
- Aligns with organizational values  
- Manages resources to benefit the organization  
- Communicates core values of the profession | 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  
**Grades 11-12**  
RL.11-12.1  
RL.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 | Grades 9-10  
RH.1  
RH.2  
RH.4  
whST.2-4  
**Grades 11-12**  
RH.1  
RH.2  
RH.4  
whST.2-4 |
| **Meeting Thirteen: Create a Personal Action Plan** | **Arizona CTE Career Preparation**  
Technical Standards- Entrepreneurship  
8.3 Determine short- and long-term financial goals and plans, including income, spending, saving, and investing  
**SS ECONOMICS**  
A financially literate individual understands how to manage income, spending, and investment.  
HS.E1.1 Evaluate how and why people make choices to improve their economic well-being. | Grades 9-10  
RL.9-10.1  
RL.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  
**Grades 11-12**  
RL.11-12.1  
RL.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 | Grades 9-10  
RH.1  
RH.2  
RH.4  
whST.2-6  
**Grades 11-12**  
RH.1  
RH.2  
RH.4  
whST.2-6 |
### Topic Descriptions

#### Topic One: Introduction to Economics

Chapters 1 and 2 introduce the basic economic problems facing all societies and focus on the structure and values underlying the U.S. economic system.

#### Key Learning Objectives

**Objectives:**
The students will be able to:
- Describe the nature of human wants and how they are satisfied
- Identify and define the four factors of production
- Define the meanings of scarcity and opportunity cost
- Explain the key ideas in the economic way of thinking
- Explain what it means to think at the margin
- Describe the choices businesses face and a major goal of business
- Identify the basic economic decisions facing all societies
- Describe the two branches of economics
- Explain why private property, specialization, voluntary exchange, the price system, market competition, and entrepreneurship are considered the pillars of free enterprise
- Describe the nature of command, traditional, and mixed economic systems
- Explain the three kinds of models economists use
- Describe how the circular flow of money, resources, and products explains the function of a free market economy
- Define money and explain its three functions
- Identify the goals of the U.S. economic system

**Common Core English Language Arts**

**Grades 9–10**
- RL.9-10.2,4
- W.9-10.2,4,7
- SL.9-10.1-6
- L.9-10.1,2,4,6

**Grades 11–12**
- RL.11-12.2,4
- W.11-12.2,4,7
- SL.11-12.1-3
- L.11-12.1-6

**Common Core Math**

**NA**

**Arizona 2018 Social Studies Standards**

- HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.
- HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
- HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.

*For JA Economics Blended model see JA High School Experience courses.*
### Topic Descriptions

**Topic Two: Supply, Demand, Market Prices, and the Consumer**

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.

### Key Learning Objectives

**Objectives:**

The students will be able to:

- Explain the role prices play in a market economy
- Define demand and describe how it illustrates the price effect
- Explain why people buy more of something at lower prices and less at higher prices
- Describe the relationship between individuals’ demands and market demand
- Define the price elasticity of demand and explain what determines it
- Describe the difference between the price effect and a change in demand
- Describe how supply is related to opportunity cost
- Define supply and explain the price effect related to supply
- Explain why producers want to sell more of something at higher prices and less at lower prices
- Describe the relationship between market supply and the supplies of individual sellers
- Explain the price elasticity of supply and what determines it
- Describe the difference between the price effect and a change in supply
- Describe how competitive markets “clear” the amount buyers want to purchase with the amount sellers want to sell
- Explain the nature of shortages and surpluses and how market competition eliminates them
- Describe how market-clearing prices motivate people to produce goods and services
- Describe the kinds of changes that occur in demand and supply, and how these changes affect market-clearing prices
- Identify the two main sources of household income
- Describe the factors that influence wealth accumulation
- Explain how personal budgets help people make good choices as consumers and savers
- Identify options to consider when making saving and investment decisions
- Describe advantages and disadvantages of using credit
- Explain how consumer interests are protected in our economy

### Common Core ELA

**Grades 9–10**
- RI.9-1.2
- W.9-10.4
- SL.9-10.1,2,4,6

**Grades 11–12**
- RI.11-12.2,4
- W.11-12.5
- SL.11-12.1,2,4
- L.11-12.1-6

**Literacy Grades 9–10**
- RH.1-5
- RH.7-9

**Grades 11–12**
- RH.1-4
- RH.7-9

### Common Core Math

#### Algebraic Concepts
- CC.2.2.HS.D.1

#### Statistics and Probability
- CC.2.4.HS.B.1
- CC.2.4.HS.B.5

### Arizona 2018 Social Studies Standards

- HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.
- HS.E1.3 Evaluate the cost and benefits of using credit.
- HS.E1.4 Compare the cost and benefits of several types of investments.
- HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.
- HS.E3.2 Evaluate how numerous factors and conditions influence market prices.
### Topic Descriptions

#### Topic Three: Businesses and Their Resources

Chapters 7 through 11 discuss the business and economic principles that guide decision making in business firms. The roles of profit, business organization, business finance, productivity, market structure, and other related topics are addressed.

#### Key Learning Objectives

**Objectives:**

The students will be able to:

- Identify the characteristics of entrepreneurs
- Explain the role of small business in the U.S. economy
- Identify information that can be helpful in starting a small business
- Explain advantages and disadvantages of sole proprietorships, partnerships, and corporations and identify other types of business organizations
- Describe how large corporations are organized
- Describe how financial markets help businesses obtain capital resources
- Define equity and explain how it is used to finance business growth
- 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
- Define ways in which businesses have improved productivity
- Explain why production costs change as output changes
- Define the law of diminishing marginal returns and how this law affects production costs
- Explain economies of scale
- Describe how labor productivity enables businesses and workers to earn more over time while providing better and lower-priced products
- Describe major changes in the U.S. labor force over the past 100 years
- Identify what accounts for differences in wages and salaries
- Identify non-market forces that affect the labor force
- Describe how unions arose in the U.S. and how their growth was influenced by legislation
- Identify aspects of current labor-management relations
- Explain how firms in the four types of market structure make production and pricing decisions
- Describe the types of business mergers
- Explain how marketing helps businesses compete
- Identify the 4 P's of marketing

#### Common Core ELA

**Grades 9–10**
- RL.9-10.1,2,4
- W.9-10.2,4,7
- SL.9-10.1-6
- L.9-10.1,2,4,6

**Grades 11–12**
- RI.11-12.2,4
- W.11-12.2,4,7
- SL.11-12.1-6
- L.11-12.1-6

#### Common Core Math

**Algebra**
- CC.2.2.HS.D.1

**Statistics**
- CC.2.4.HS.B.1
- CC.2.4.HS.B.5

#### Arizona 2018 Social Studies Standards

- HS.E3.4 Explain the distinct types of business organizations and analyze the role of innovation and entrepreneurship in a market economy.
- HS.E4.3 Explain the roles of institutions in a market economy.
### Topic Four: Government, Banking, and Economic Stability

In chapters 12 through 14, the focus shifts to the larger economy and the roles of government and financial institutions, as well as monetary and fiscal policies used to moderate the economy’s ups and downs.

#### Objectives:

The students will be able to:

- Describe the four referee roles the federal government fulfills in the economy
- Explain how the federal government manages the economy
- Describe how the federal government spends and raises its money
- Identify and define the two principles of taxation
- Explain how proportional, progressive, and regressive taxes differ
- Describe the justifications for and the criticisms of federal deficits and the national debt
- Define money and describe its functions
- Describe the kind of money in use in the United States
- Explain the services banks and other financial institutions offer
- Describe how banks create money
- Explain what the federal reserve system is and what it does
- Explain why the value of money changes
- Identify the nature of inflation and describe how people are affected by it
- Identify and describe the major indicators economists use to measure the health of the economy
- Explain the components of the gross domestic product
- Define unemployment and describe the types of unemployment
- Explain the tools of fiscal policy
- Explain the tools of monetary policy
- Describe the advantages and disadvantages of fiscal and monetary policies

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<th>Key Learning Objectives</th>
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<td>RI.9-10.1,2,4</td>
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<td>RL.11-12.2,4</td>
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HS.E3.3 Evaluate the role of government in regulating market places.

HS.E4.1 Use economic data to analyze the health of a national economy.

HS.E4.2 Evaluate the economic conditions that lead to fiscal and monetary policy choices and explain their impact on households and businesses.
## Topic Description

**Topic Five: The Global Economy**

Chapters 15 and 16 discuss the costs and benefits of international trade, describe the structure and values of other economic systems, and address economic growth and development in industrialized and developing nations.

## Key Learning Objectives

**Objectives:**

The students will be able to:
- Explain why international trade is considered a two-way street
- Describe how imports and exports depend on each other
- Explain how absolute and comparative advantage differ
- Explain why productivity is important in international trade
- Identify the arguments for and against trade barriers
- Describe the purpose of international trade organizations
- Explain the nature of exchange rates and why they change
- Explain why a nation’s balance of payments always balances
- Define and describe globalization
- Identify the worldwide changes that have occurred as a result of globalization
- Explain the relationship between economic development and population growth
- Describe how China has changed its economy to achieve greater prosperity
- Identify the concerns about income growth in less-developed countries
- Explain the role property rights and markets can play in the protection of environmental resources
- Describe how governments can use market incentives to protect the environment

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<tr>
<th>Common Core ELA</th>
<th>Common Core Math</th>
<th>Arizona 2018 Social Studies Standards</th>
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<tbody>
<tr>
<td>Grades 9–10</td>
<td>NA</td>
<td>HS.E5.1 Evaluate the advantages and disadvantages of global trade.</td>
</tr>
<tr>
<td>RL9-10.1,2,4</td>
<td>W.9-10.2,4,7</td>
<td>HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies.</td>
</tr>
<tr>
<td>SL9-10.1-6</td>
<td>L.9-10.1,2,4,6</td>
<td>HS.E5.3 Explain why nations chose to trade and how it is regulated.</td>
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<tr>
<td>Grades 11–12</td>
<td>NA</td>
<td>HS.E5.4 Explain how national economies influence trade.</td>
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<td>RL11-12.2,4</td>
<td>W.11-12.2,4,7</td>
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<tr>
<td>Literacy Grades 9–10</td>
<td>RH.1-5</td>
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<td>Grades 11–12</td>
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<td>RH.7-9</td>
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**Grades 11–12**

- RH.1-4
- RH.7-9

**Literacy Grades 9–10**

- RH.1-5
- RH.7-9
### Session Descriptions

**Session One: Economic Systems—Who Makes the Big Decisions?**
Examine how the economic system a society uses for production, distribution, and consumption of goods and services significantly affects the individuals in that society.

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

- 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.

Individuals and institutions are interdependent within market systems.

- HS.E3.1 Explain how buyers and sellers interact to create markets and market structures.
- HS.E3.2 Evaluate how numerous factors and conditions influence market prices.

**Arizona 2018 Social Studies Standards**

**Common Core English Language Arts**
- Grades 9–10
  - RI.9-10.2,4,8
  - W.9-10.2,4,7
  - SL.9-10.1-6
  - L.9-10.1,2,4,6

**Common Core Math**
- NA

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**Session Two: Supply and Demand—What’s It Worth to You?**
Illustrate the impact of supply and demand on the economy by participating in an economic situation using real-life examples.

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

- 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.

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.
- HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.

**Arizona 2018 Social Studies Standards**

**Common Core English Language Arts**
- Grades 9–10
  - W.9-10.2,4
  - SL.9-10.1-6
  - L.9-10.1,2,4,6

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

**Mathematical Practices**
- 1-7
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<th>Session Descriptions</th>
<th>Arizona 2018 Social Studies Standards</th>
<th>Common Core ELA</th>
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<tbody>
<tr>
<td><strong>Session Three: Supply and Demand—The JA Market Game</strong></td>
<td>By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies. HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies.</td>
<td>Grades 9–10 RI.9-10.2,4,8 W.9-10.2,4,7 SL.9-10.1-6 L.9-10.1,2,4,6 Grades 11–12 RI.11-12.2,4 W.11-12.2,4,7 SL.11-12.1-6 L.11-12.1-6</td>
<td>Statistics and Probability S-IC.1 S-IC.3 S.IC.6 Mathematical Practices 1-7</td>
</tr>
</tbody>
</table>
## Session Six: Money, Inflation, and the CPI

Focuses on inflation and its effect on prices, consumer purchasing power, the willingness of financial institutions to loan money, and how the Consumer Price Index (CPI) monitors inflation.

**Objectives:**
- 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.

### Arizona 2018 Social Studies Standards

- The domestic economy is shaped by interactions between government, institutions, and the private sector.
  - HS.E4.1 Use economic data to analyze the health of a national economy.
  - HS.E4.3 Explain the roles of institutions in a market economy.

### Common Core ELA

#### Grades 9–10
- RI.9-10.2, 4
- W.9-10.2, 4
- SL.9-10.1-3
- L.9-10.1,2,4,6

#### Grades 11–12
- RI.11-12.2, 4
- W.11-12.2, 4
- SL.11-12.1-3
- L.11-12.1-6

### Common Core Math

- Algebra
  - A-SSE.1,3
  - A-REI.1-3

- Statistics and Probability
  - S-IC.1
  - S-IC.3
  - S-IC.6

- Mathematical Practices
  - 1-7

## Session Seven: International Trade

Compares trade policies and the global economy based on the increased utility (satisfaction) of International trade.

**Objectives:**
- Describe the significance of international trade.
- Analyze the impact of trade on national and international utility.

### Arizona 2018 Social Studies Standards

- The interconnected global economy impacts all individuals and groups in significant and varied ways.
  - HS.E5.1 Evaluate the advantages and disadvantages of global trade.
  - HS.E5.2 Evaluate how interdependence impacts individuals, institutions, and societies.
  - HS.E5.4 Explain how national economies influence trade.

### Common Core ELA

#### Grades 9–10
- RI.9-10.2, 4
- W.9-10.2, 4
- SL.9-10.1-6
- L.9-10.1,2,4,6

#### Grades 11–12
- RI.11-12.2, 4
- W.11-12.2, 4
- SL.11-12.1-3
- L.11-12.1-6

### Literacy

#### Grades 9–10
- RH.1-5
- RH.7-9

#### Grades 11–12
- RH.1-4
- RH.7-9

### NA
### JA Job Shadow

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<tbody>
<tr>
<td><strong>Session One: Before the Hunt</strong></td>
<td><strong>Objectives:</strong> The students will be able to:</td>
<td><strong>Arizona Professional Skills</strong></td>
<td><strong>Grades 9–10</strong></td>
</tr>
</tbody>
</table>
| Students are introduced to the *JA Job Shadow* program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interest, work priorities, and job outlook. | - Recognize career clusters that match their skills and interests  
- Demonstrate self-awareness of their soft skills in work scenarios | 5.A Functions independently within the organizational structure.  
SS ECONOMICS  
A financially literate individual understands how to manage income, spending, and investment.  
HS.E1.1 Evaluate how and why people make choices to improve their economic well-being. | RI.9-10.1  
W.9-10.7  
SL.9-0.1  
L.9-10.4 |
| **Session Two: Perfect Match**        | **Objectives:** The students will be able to:                                          | **Arizona Professional Skills**                                                             | **Grades 11–12**                  |
| 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. | - Review methods of identifying job openings  
- Demonstrate professional interviewing skills  
- Express expectations for the upcoming site visit | 5.C Pursues career advancement opportunities within an organization or field.  
- Articulates requirements for job openings  
1.A Masters core communication skills for the workplace.  
- Delivers content accurately  
- Persuades others  
- Uses communication style appropriate to audience and situation | RI.11-2.1  
SL.11-2.1  
L.11-12.4 |
| **Session Three: Get Hired–Collaboration and Creativity** | **Objectives:** The students will be able to:                                          | **Arizona Professional Skills**                                                             | **Grades 9–10**                   |
| Students reflect on what they learned before and during the site visit, and practice business communication by composing a thank-you note. They create one of four career preparation tools: career assessment, elevator pitch, resume, or infographic profile. | - 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 | 2.A Commits to achieving collective goals  
- Contributes personal strengths  
- Respects contributions of others  
- Contributes to an environment of collaboration  
3.D Transfers knowledge and skills from one work situation to another. | W.9-10.4-5  
W.9-10.7  
SL.9-10.1  
L.9-10.3-4 |
|                                           |                                                                                         |                                                                                             | **Grades 11–12**                  |
|                                           |                                                                                         |                                                                                             | W.11-12.4  
W.11-12.4-5  
W.11-12.7  
SL.11-12.1  
L.11-12.1  
L.11-12.3  
L.11-12.4  
L.11-12.3-4 |
## Session One: Earning, Employment and Income

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

**Objectives:**

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

A financially literate individual understands how to manage income, spending, and investment. HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.

| Grades 9-10 | RI.910.2 | RI.910.4 | RI.910.8 |
| Grades 11-12 | RL.1112.2 | RL.1112.4 | RL.1112.8 |

## Session Two: Budgeting

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

**Objectives:**

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

HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.

| Grades 9-10 | RI.910.2 | RI.910.4 | W.910.4 |
| Grades 11-12 | RL.1112.2 | RL.1112.4 | W.1112.6 |
### Session Details

<table>
<thead>
<tr>
<th>Session Three: Savings</th>
<th>Arizona 2018 Social Studies Standards</th>
<th>Common Core English Language Arts</th>
<th>Reading Standards for Literacy in History/Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students analyze the role that saving plays in their personal finances. They recognize that having a healthy savings plan is necessary in all phases of life, but is especially critical for big-ticket items and emergencies.</td>
<td>HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices.</td>
<td>Grades 9-10 SL.910.1 SL.910.4 L.910.1 L.910.3 L.910.4</td>
<td>NA</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>Grades 11-12 SL.1112.1 SL.1112.4 L.1112.1 L.1112.3 L.1112.4</td>
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<tr>
<td>The students will be able to:</td>
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<tr>
<td>• Recognize high-dollar items and unexpected costs that require savings.</td>
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<td>• Review key concepts related to successfully saving money.</td>
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</table>

### Session Four: Credit and Debt

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

| Objectives: | HS.E1.3 Evaluate the cost and benefits of using credit | Grades 9-10 RL.910.2 RL.910.4 RL.910.8 W.910.4 W.910.6 SL.910.1 SL.910.4 L.910.1 L.910.3 L.910.4 | Grades 9-10 RH.1 RH.2 RH.3 RH.4 |
| The students will: | | Grades 11-12 RL.1112.2 RL.1112.4 RL.1112.8 W.1112.4 W.1112.6 SL.1112.1 SL.1112.4 L.1112.1 L.1112.3 L.1112.4 | Grades 11-12 RH.1 RH.2 RH.3 RH.4 |
### Session Five: Consumer Protection

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

**Objectives:**

The students will:

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

**Reading Standards for Literacy in History/Social Studies**

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**Common Core English Language Arts**

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<td>L.910.4</td>
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**Arizona 2018 Social Studies Standards**

| HS.E1.5 Evaluate the ways insurance may minimize personal financial risk |
| HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices |

### Session Six: Smart Shopping

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

**Objectives:**

The students will:

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

**Reading Standards for Literacy in History/Social Studies**

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<td>L.910.1</td>
<td>L.1112.1</td>
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<tr>
<td>L.910.4</td>
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</table>

**Arizona 2018 Social Studies Standards**

| HS.E1.5 Evaluate the ways insurance may minimize personal financial risk |
| HS.E1.2 Analyze the factors that influence how and why people make budgeting and saving choices |
**Session Seven: Risk Management**

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

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

| HS.E1.5 Evaluate the ways insurance may minimize personal financial risk |
|---|---|
| Grades 9-10 | Grades 9-10 |
| RI.910.2 | RH.1 |
| RI.910.4 | RH.2 |
| RI.910.8 | RH.3 |
| W.910.4 | RH.4 |
| W.910.6 | |
| SL.910.1 | |
| SL.910.4 | |
| L.910.1 | |
| L.910.3 | |
| L.910.4 | |
| Grades 11-12 | Grades 11-12 |
| RI.1112.2 | RH.1 |
| RI.1112.4 | RH.2 |
| RI.1112.8 | RH.3 |

**Session Eight: Investing**

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

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

<p>| HS.E1.4 Compare the cost and benefits of several types of investments |
|---|---|
| Grades 9-10 | Grades 9-10 |
| RI.910.2 | RH.1 |
| RI.910.4 | RH.2 |
| RI.910.8 | RH.3 |
| SL.910.1 | RH.4 |
| SL.910.4 | |
| L.910.1 | |
| L.910.3 | |
| L.910.4 | |
| Grades 11-12 | Grades 11-12 |
| RI.1112.2 | RH.1 |
| RI.1112.4 | RH.2 |
| RI.1112.8 | RH.3 |
| SL.1112.1 | RH.4 |
| SL.1112.4 | |
| L.1112.1 | |
| L.1112.3 | |
| L.1112.4 | |</p>
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<th>Arizona 2018 Social Studies Standards</th>
<th>Common Core English Language Arts</th>
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</thead>
</table>
| Session One: How Much? How Many? | Objectives: The students will be able to:  
  - Explain how product price makes an impact on profits  
  - Describe how production can affect price, sales, and profit | ECONOMICS  
A financially literate individual understands how to manage income, spending, and investment.  
HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.  
HS.E3.2 Evaluate how numerous factors and conditions influence market prices. | Grades 9-10  
RI.9-10.2,4,8  
SL.9-10.1-4  
L.9-10.2,4,6 | NA |
| Session Two: How Much? How Many? – The Simulation | Objectives: The students will be able to:  
  - Make informed business price and production decisions | Individuals and institutions are interdependent within market systems.  
HS.E3.1 Explain how buyers and sellers interact to create markets and market structures  
HS.E3.2 Evaluate how numerous factors and conditions influence market prices | Grades 9-10  
RI.9-10.4  
W.9-10.2  
SL.9-10.2,3,4,6  
L.9-10.4,6 | Statistics and Probability  
CC.2.4.  
HS.B.  
CC.2.4.  
HS.B.3  
CC.2.4.  
HS.B.5 |
| Session Three: Cutting Edge | Objectives: The students will be able to:  
  - Explore why a business conducts research and development  
  - Explain how businesses determine their target markets and conduct market research  
  - Explain how marketing affects sales  
  - Identify key marketing strategies | HS.E2.2 Analyze how incentives influence economic choices for individuals, institutions, and societies. | Grades 9-10  
RI.9-10.2,4  
W.9-10.2,7  
SL.9-10.1,2,3,4,6  
L.9-10.1,2,4,6 | NA |
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<tbody>
<tr>
<td><strong>Session Four: Cutting Edge–The Simulation</strong>&lt;br&gt;Students make decisions about price, production, and research and development using the JA Titan computer simulation.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Make informed research and development and marketing decisions</td>
<td><a href="https://example.com">HS.E2.2</a> Analyze how incentives influence economic choices for individuals, institutions, and societies.</td>
<td>Grades 9-10&lt;br&gt;R.I.9-10.2&lt;br&gt;S.L.9-10.1-4&lt;br&gt;L.9-10.1-2</td>
<td>Statistics &amp; Probability&lt;br&gt;S-IC&lt;br&gt;S-IC.1&lt;br&gt;S-IC.6</td>
</tr>
<tr>
<td><strong>Session Five: Make an Investment</strong>&lt;br&gt;Students solicit capital investment.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Discuss reasons that businesses use different capital investment strategies&lt;br&gt;• Make recommendations for capital investment based on set parameters&lt;br&gt;• Define charitable giving and explain why businesses make decisions to share their resources</td>
<td><a href="https://example.com">HS.E1.4</a> Compare the cost and benefits of several types of investments.</td>
<td>Grades 9-10&lt;br&gt;R.I.9-10.2,4&lt;br&gt;W.9-10.2,7&lt;br&gt;S.L.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Session Six: Make an Investment–The Simulation</strong>&lt;br&gt;Students make decisions about capital investment, price, production, research and development, and charitable giving using the JA Titan computer simulation.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Make business decisions by applying their knowledge to a business simulation&lt;br&gt;• Use what they have learned about price, production, research and development, marketing, capital investment, and charitable giving to make business decisions using the JA Titan computer simulation</td>
<td><a href="https://example.com">HS.E1.4</a> Compare the cost and benefits of several types of investments.</td>
<td>Grades 9-10&lt;br&gt;R.I.9-10.4&lt;br&gt;W.9-10.2&lt;br&gt;S.L.9-10.1,2,3,4,6&lt;br&gt;L.9-10.4&lt;br&gt;L.9-10.6</td>
<td>Statistics and Probability&lt;br&gt;CC.2.4.&lt;br&gt;HS.B.&lt;br&gt;CC.2.4.&lt;br&gt;HS.B.3&lt;br&gt;CC.2.4.&lt;br&gt;HS.B.5</td>
</tr>
<tr>
<td><strong>Session Seven: JA Titan of Industry – The Competition</strong>&lt;br&gt;Students make decisions about capital investment, price, production, research and development, and charitable giving using the JA Titan computer simulation.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Demonstrate how business decisions affect business performance&lt;br&gt;• React appropriately to decisions made by other businesses&lt;br&gt;• A financially literate individual understands how to manage income, spending, and investment.&lt;br&gt;HS.E.1.1 Evaluate how and why people make choices to improve their economic well-being.&lt;br&gt;HS.E.3.2 Evaluate how numerous factors and conditions influence market prices.</td>
<td></td>
<td>Grades 9-10&lt;br&gt;R.I.9-10.4&lt;br&gt;W.9-10.2&lt;br&gt;S.L.9-10.1,2,3,4,6&lt;br&gt;L.9-10.4&lt;br&gt;L.9-10.6</td>
<td>Statistics and Probability&lt;br&gt;CC.2.4.&lt;br&gt;HS.B.&lt;br&gt;CC.2.4.&lt;br&gt;HS.B.3&lt;br&gt;CC.2.4.&lt;br&gt;HS.B.5</td>
</tr>
</tbody>
</table>
# JA Career Exploration Fair

## Session Descriptions | Session Objectives | Academic Standards | Common Core ELA

### Pre-Fair Session: What Sets You Apart?
Students reflect on their abilities, interests, and values as they consider future career choices.

| The students will: | ECONOMICS | Reading for Informational Text RI 4 RI 7 Speaking and Listening SL 1 SL 2 Language L 3 L 4 L 6 |
|--------------------|-----------|-------------------|------------------|
| • Define careers. | A financially literate individual understands how to manage income, spending, and investment. HS.E1.1 Evaluate how and why people make choices to improve their economic well-being. |
| • Differentiate between abilities (skills) and values. | |
| • Identify their personal characteristics. | |

### The Day of the Fair
Students will visit seven speakers from the community who will give brief presentations about their jobs, allowing time for students to ask questions.

| The students will: | Arizona Professional Skills | Reading for Informational Text RI 4 RI 7 Speaking and Listening SL 1 SL 2 Writing W 4 W 7 Language L 3 L 4 L 6 |
|--------------------|-----------------------------|-------------------|------------------|
| • Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers. | 3.D Transfers knowledge and skills from one work situation to another. 5.A Functions independently within the organizational structure. |
| • Examine how school skills apply to career paths. | • Performs necessary tasks |
| • Explain the importance of staying in school and graduating high school. | |

### Post-Fair Session
Students reflect on their JA Career Exploration Fair experiences.

| The students will: | Arizona Professional Skills | Reading for Informational Text RI 4 RI 7 Speaking and Listening SL 1 SL 2 Writing W 4 W 7 Language L 3 L 4 L 6 |
|--------------------|-----------------------------|-------------------|------------------|
| • Identify a future career goal. | 4.F Produces work that reflects professional pride. 5.C Pursues career advancement opportunities within an organization or field. |
| • Create a personal action plan | | |

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<th>Session Objectives</th>
<th>Arizona Professional Skills</th>
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</tr>
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</table>
| **Session One: Before the Event** | The students will:  
- Identify skills and interests.  
- Recognize Career Clusters  
- Recall future high-demand occupations | 8.F Takes responsibility for one's actions in the workplace.  
- Prioritizes time  
- Resolves own work problems and errors  
- Takes responsibility for own communication  
8.G Manages/uses resources for the good of the organization.  
- Uses organization's resources prudently  
8.H Acts with integrity (honest, reliable, and trustworthy.)  
- Performs with honesty and reliability in a trustworthy manner | Reading for Informational Text  
RI 1  
RI 4  
RI 7  
Speaking and Listening  
SL 1  
SL 2  
Writing  
W 4  
W 7  
Language  
L 3  
L 4  
L 6 |
| **Session Two: During the Event** | The students will be able to:  
- Practice active listening skills.  
- Equate job responsibilities with skills and interests | 1.A [Masters] core communication skills for the workplace  
- Uses communication style appropriate to audience and situation  
- Listens actively | Speaking and Listening  
SL 1  
SL 2  
Writing  
W 4  
W 7  
Language  
L 3  
L 4  
L 6 |
| **Session Three: After the Event** | The students will be able to:  
- Recognize Career Clusters | 3.D Transfers knowledge and skills from one work situation to another.  
5.A Functions independently within the organizational structure.  
- Performs necessary tasks | Speaking and Listening  
SL 1  
SL 2  
Writing  
W 2  
W 4  
W 7  
Language  
L 3  
L 4  
L 6 |
# JA Excellence through Ethics

<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Session Objectives</th>
<th>Arizona Professional Skills</th>
<th>Common Core ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day of the Visit</strong></td>
<td>The students will:</td>
<td>1.B Communicates effectively in a diverse work environment.</td>
<td>Reading for Informational Text RI 1 RI 4 RI 7</td>
</tr>
</tbody>
</table>
| Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make. | • Define ethics, ethical dilemma, values, core values, and interdependence.  
• Articulate how one’s core values affects one’s choices.  
• Articulate and identify the steps necessary to make ethical decisions.  
• Recognize that individual ethics affect the greater community. | 3.B Practices inquiry and reflection (I/R) to take action in the workplace. | Speaking and Listening SL 1 SL 2 SL 3 SL 4 |
| | | 8.H Acts with integrity (honest, reliable, and trustworthy.) | Writing W 4 |
| | | | Language L 3 L 4 L 6 |
| **Reflection Activity** | The students will: | 3.B Practices inquiry and reflection (I/R) to take action in the workplace. | Speaking and Listening SL 1 SL 2 SL 3 |
| Students will reflect and discuss what they've learning after interacting with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life. | • Apply key terms and concepts used in the volunteer-led activities.  
• Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.  
• Self-examine to develop a personal awareness of values to begin to see the connection between their words and actions. | 3.C Takes action supported by evidence and reasoning to explain conclusions and accomplish work. | Language L 3 L 4 L 6 |
| | | 8.H Acts with integrity (honest, reliable, and trustworthy.) | |
## JA It’s My Job (Soft Skills)

<table>
<thead>
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<th>Session Descriptions</th>
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</table>
| **Communicating About Yourself**  
Students learn what their dress, speech, and listening skills communicate to others about them. | The students will be able to:  
- Recognize the importance of manners as an element of professionalism.  
- Identify language and style appropriate for the workplace. | 1.B Communicates effectively in a diverse work environment.  
4.A Adheres to organizational protocol related to behavior, appearance, and communication. | Reading for Informational Text  
RI 1  
RI 4  
Speaking and Listening  
SL 1  
SL 2  
SL 4  
SL 6  
Writing  
W 4  
Language  
L1  
L2  
L3  
L4  
L6 |
| **Applications and Resumes**  
Students examine both document forms and begin to think about how to adapt their experiences, skills, and achievements into the applicable template to present themselves to a potential employer. | The students will be able to:  
- Identify information necessary for a job application.  
- Recognize key features and formatting of resumes.  
- Use appropriate language for a resume. | 5.C Pursues career advancement opportunities within an organization or field:  
- Articulates requirements for job openings | Speaking and Listening  
SL 1  
SL 2  
Writing  
W 4  
Language  
L1  
L2  
L3  
L4  
L6 |
| **Interviewing for a Job**  
Students complete an activity and track their accomplishments in a “brag sheet.” Additional activities are available in which students develop a personal profile that will help them succeed during an interview and practice mock interviews. | The students will be able to:  
- Identify appropriate content for a personal brag sheet  
- Adapt personal information to interview situations.  
- Develop answers to common interview questions.  
- Recognize appropriate professional dress and demeanor for a job interview. | 5.B Adapts to changing conditions and expectations in the organization. | Speaking and Listening  
SL 1  
SL 2  
SL 4  
SL 6  
Writing  
W 4  
Language  
L1  
L2  
L3  
L4  
L6 |
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<tr>
<td>Cell Phones in the Workplace</td>
<td>The students will be able to:</td>
<td>8.F Takes responsibility for one’s actions in the workplace:</td>
<td>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6 Language L1 L 3 L 4 L 6</td>
</tr>
<tr>
<td>Students develop an understanding of appropriate communication methods to ensure workplace success.</td>
<td>• Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</td>
<td>• Prioritizes time • Resolves own work problems and errors • Takes responsibility for own communication</td>
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<td></td>
<td>• Identify the effects of inappropriate usage of cell phones in the workplace.</td>
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<td></td>
<td>• Adapt cell phone behavior and functions for professional uses.</td>
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<td></td>
<td>• Recognize and apply appropriate texting style for communicating in the workplace.</td>
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<tr>
<td>Workplace Communication</td>
<td>The students will be able to:</td>
<td>1.A [Masters] core communication skills for the workplace:</td>
<td>Speaking and Listening SL 1 SL 2 SL 4 SL 5 SL 6 Language L1 L 3 L 4 L 6</td>
</tr>
<tr>
<td>Students complete activities focused on appropriate tone and topics for the workplace and strategies for collaborating effectively.</td>
<td>• Identify and use an appropriate professional tone in workplace communication.</td>
<td>• Uses communication style appropriate to audience and situation • Listens actively</td>
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<td></td>
<td>• Identify appropriate and inappropriate subjects for workplace discussion.</td>
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<td></td>
<td>• Enable cooperative and productive group interactions.</td>
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<td>• Communicate to solve problems collaboratively and respectfully.</td>
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<td>Workplace Writing</td>
<td>The students will be able to:</td>
<td>7.C Performs work that advances organizational growth and success:</td>
<td>Speaking and Listening SL 1 SL 2 SL 4 SL 6 Writing W 4 W5 W6 Language L1 L 2 L 3 L 4 L 6</td>
</tr>
<tr>
<td>Students practice writing concisely, clearly, and correctly, with appropriate workplace style.</td>
<td>• Use proper spelling, grammar, and punctuation in the workplace.</td>
<td>• Contributes to organizational success</td>
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<td></td>
<td>• List best practices for effective business writing.</td>
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<td>• Use clear language and appropriate style for written communication in the workplace.</td>
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<td></td>
<td>• Identify important ideas and express them clearly and concisely in writing.</td>
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<tr>
<td>Effective Civic Leadership</td>
<td>The students will be able to:</td>
<td>5.E Exercises leadership in the workplace:</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Students explore the importance of</td>
<td>- Identify qualities of a leader.</td>
<td>- Engages individual strengths</td>
<td>SL 1 SL 2 SL 4 SL 5 SL 6</td>
</tr>
<tr>
<td>leadership skills and the value of</td>
<td>- Recognize the role of civic leadership in a community.</td>
<td>- Manages work plans</td>
<td>Language L1 L 3 L 4 L 6</td>
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<td>community involvement. They learn the</td>
<td>- Develop conflict-resolution skills.</td>
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<td>importance of communication and</td>
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<td>conflict-management skills to achieve</td>
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<td>group goals.</td>
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<tr>
<td>Presentation Skills and Classroom</td>
<td>The students will be able to:</td>
<td>1.B Communicates effectively in a diverse work environment:</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Management</td>
<td>- Use strong presentation skills to communicate effectively.</td>
<td>- Communicates with diversity in mind</td>
<td>SL 1 SL 2 SL 4 SL 5 SL 6</td>
</tr>
<tr>
<td>Students learn effective presentation</td>
<td>- Develop classroom management practices.</td>
<td>6.A Uses relevant intergenerational and cross-cultural communication that creates cultural</td>
<td>Language L1 L 3 L 4 L 6</td>
</tr>
<tr>
<td>techniques to get an audience's attention</td>
<td>- Recognize and use techniques that further teamwork and achieve group goals.</td>
<td>synergy in the workplace:</td>
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<tr>
<td>and keep it. They gain insight into</td>
<td></td>
<td>- Adapts communication style to engage diverse others</td>
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<td>classroom dynamics to assist with</td>
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<td>managing elementary school students when</td>
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<td>in that environment.</td>
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<tr>
<td>Critical Thinking and Problem</td>
<td>The students will be able to:</td>
<td>3.B Practices inquiry and reflection (I/R) to take action in the workplace:</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Solving</td>
<td>- Use a problem-solving technique to solve personal and professional problems.</td>
<td>- Maintains an attitude of openness</td>
<td>SL 1 SL 2 SL 4 SL 5 SL 6</td>
</tr>
<tr>
<td>Students advance their critical thinking</td>
<td>- Apply critical-thinking skills to work-based problems.</td>
<td>- Explores for deeper understanding</td>
<td>Language L1 L 3 L 4 L 6</td>
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<tr>
<td>skills so that they can adapt quickly to</td>
<td>- Recognize that decisions have consequences.</td>
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<td>new circumstances and develop</td>
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<td>successful solutions to problems.</td>
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<tr>
<td>Reflection</td>
<td>The students will be able to:</td>
<td>3.D Transfers knowledge and skills from one work situation to another:</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>Students share their JA High School</td>
<td>- Implement objective criteria to self-evaluate.</td>
<td>- Builds capacity to transfer skills</td>
<td>SL 1 SL 2 SL 4 SL 5 SL 6</td>
</tr>
<tr>
<td>Heroes experience and learn about its</td>
<td>- Recognize the value of constructive feedback and the growth mind-set.</td>
<td></td>
<td>Language L1 L 3 L 4 L 6</td>
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<tr>
<td>relevance to their futures. They</td>
<td>- Develop a personal action plan</td>
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<td>complete a self-assessment designed to</td>
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<td>reiterate lessons about leadership,</td>
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<td>presentations, and critical thinking.</td>
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