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

Updated February 2021 (January 2022)
Colorado Academic Standards
Colorado Social Studies Standards
Colorado Essential Skills Framework
Colorado Personal Financial Literacy Standards
Common Core State Standards Included

Junior Achievement USA®
One Education Way
Colorado Springs, CO 80906
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. By design, JA Programs incorporate grade level reading, speaking, and listening skills in all programs and many programs at the High School grade level also offer opportunities to do research, use technology for writing and responding, and practice presentation skills, all while supporting the JA Pillars of Financial Literacy, Work and Career Readiness and Entrepreneurship.

In this document, Junior Achievement programs are correlated to Colorado Academic Standards for Social Studies, Personal Financial Literacy, and Essential Skills Framework. 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. Alternate delivery methods, such as remote digital delivery and student self-guided options, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

High School Programs

**JA All About Cars™** allows students to consider their needs and wants for their first automobile.

**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 Be Entrepreneurial (modular)** is a reimagined, modular program that teaches students about the mindset and the skills needed for success by aspiring entrepreneurs and innovators. In JA Creative Problem Solving, students learn and apply design thinking, an innovative process for problem solving used by entrepreneurs (and intrapreneurs).

**JA Career Exploration Fair™** is an event where students learn about a range of career options across multiple career clusters.

**JA Career Speaker Series™** brings a volunteer guest speaker into the classroom to share information about his or her career, work, and education experience.

**JA Career Success®** equips students with the tools and skills required to earn and keep a job.

**JA Company Program® 2.0** empowers high school students to fill a need or solve a problem in their community and teaches them practical skills required to conceptualize, capitalize, and manage their own business venture.

**JA Excellence Through Ethics™** affords students the opportunity to learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community.

**JA High School Heroes™** provides leadership development opportunities to high school students who deliver JA programs in elementary schools.

**JA Inspire Virtual®** is more than a career fair, it brings together the business community and local schools and is designed to help launch students into their futures: high school, college, and careers beyond. Within the virtual experience, students attend webinars and presentations, explore career booths, and interact with career speakers. (Grades 9-12)

**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.

**JA Job Shadow™** prepares students to acquire and apply the skills needed in demanding and ever-changing workplaces. 

**JA Job Shadow™ Blended Model** is a comprehensive experience that helps students design an individualized career path. Supporting blended as well as self-guided activities, JA Job Shadow provides a design-thinking structure for career exploration.

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

**JA Take Stock in Your Future™** helps students discover the benefits and challenges of investing in the stock market as part of a broader, long-term investment strategy and the risks and rewards of trading.

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

**JA Titan® Blended Model** is a simulation-based program in which high school students compete as business CEOs in the phone industry, experiencing firsthand how an organization makes decisions.
### Session Description

Session One: All About Cars

JA All About Cars introduces students to the essential costs related to buying and operating a first car and offers tips on being a smart consumer when purchasing a vehicle. In this volunteer-led session, students will consider their needs and wants to make a real-world connection to the car-buying experience to help motivate them to make good financial decisions when buying or leasing.

**Students will:**
- Assess their driving needs
- Prioritize the car features that best meet their needs
- Compare the advantages of buying versus leasing a car
- Identify a car that meets their driving needs

### Social Studies Standards

**Social Studies**

HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.

**Financial Literacy**

HS 3.6. Establish personal investment objectives (PFL).
HS 3.7. Apply consumer skills to spending, saving, and borrowing decisions (PFL).

### Colorado Essential Skills

- Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)
- Take responsibility for spending decisions and borrowing decisions. (Personal Skills: Initiative/Self-Direction)
- Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)
- Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

### Colorado Reading, Writing, and Communicating

**Grades 9–10**

9/10 1.1 Initiate and participate in discussions.
9/10 2.2 Use key ideals and details to determine central ideas in a text.
9/10 4.1 Conduct short research projects.
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<thead>
<tr>
<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Colorado Essential Skills</th>
<th>Colorado Reading, Writing, and Communicating</th>
<th>Common Core Math</th>
</tr>
</thead>
</table>
| **Session One: Introduction to Entrepreneurship**  
Students test their knowledge about entrepreneurship. They begin the process to select a product or service for a business venture.  
**Students will:**  
• Recognize the elements of a successful business startup  
• Evaluate myths and facts about entrepreneurship  
• Consider product-development options  
HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.  
• Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)  
9/12 1.1a Initiate and participate in discussions.  
9/12 1.1.b Integrate multiple sources of information.  
9/12 2.2.a Use key ideals and details to determine central ideas in a text.  
9/12 2.2.b Determine the meaning of words and phrases | NA |
| **Session Two: What’s My Business?**  
Students select a product or service for a business venture.  
**Students will:**  
• 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  
HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.  
• Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)  
9/12 1.1a Initiate and participate in discussions.  
9/12 1.1.b Integrate multiple sources of information.  
9/12 2.2.a Present information, findings, and supporting evidence.  
9/12 2.2.c Adapt speech to a variety of tasks.  
9/12 2.2.a Use key ideals and details to determine central ideas in a text.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 7.2.a Write informative/explanatory texts | Mathematical Practices  
2.  
3.  
5. |
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| Session Three: Who’s My Customer?        | 3.1.b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government, and nonprofits. | • Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity.  
(Civic/Interpersonal Skills: Global/Cultural Awareness) | 9/12 1.1.a Initiate and participate in discussions.  
9/12 1.1.b Integrate multiple sources of information,  
9/12.2.2 a Present information, findings, and supporting evidence.  
9/12.2.2 c Adapt speech to a variety of tasks.  
9/12 2.2 a Use key ideals and details to determine central ideas in a text.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 7.2 a Write informative/explanatory texts. | NA |
| Students analyze potential markets.      | Students will:                                                                            | • Recognize the importance of analyzing markets  
• Apply a needs assessment of the market available to a specific product |                                                                                     |                 |
| Students will:                           |                                                                                          | 3.1.b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government, and nonprofits. | 9/12 1.1.a Initiate and participate in discussions.  
9/12 1.1.b Integrate multiple sources of information,  
9/12.2.2 a Present information, findings, and supporting evidence.  
9/12.2.2 c Adapt speech to a variety of tasks.  
9/12 2.2 a Use key ideals and details to determine central ideas in a text.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 7.2 a Write informative/explanatory texts. | NA |
| Session Four: What’s My Advantage?       | 3.1.b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. | • Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis.  
(Entrepreneurial Skills: Inquiry/Analysis) | 9/12 1.1.a Initiate and participate in discussions.  
9/12 1.1.b Integrate multiple sources of information,  
9/12.2.2 a Present information, findings, and supporting evidence.  
9/12.2.2 c Adapt speech to a variety of tasks.  
9/12 2.2 a Use key ideals and details to determine central ideas in a text.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 7.2 a Write informative/explanatory texts. | NA |
| Students determine how to set a product apart from its competition | Students will:                                                                            | • 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. |                                                                                     |                 |
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<td><strong>Session Five: Competitive Advantages</strong>&lt;br&gt;Students decide how to set a product or service apart from the competition. Students will:&lt;br&gt;• Evaluate competitive advantages&lt;br&gt;• Select competitive advantages that will drive a developing business venture</td>
<td>3.1.b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</td>
<td>• Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis)</td>
<td>9/12 1.1a Initiate and participate in discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12 2.2.a Present information, findings, and supporting evidence.&lt;br&gt;9/12 2.2.c Adapt speech to a variety of tasks.&lt;br&gt;9/12 2.2.a Use key ideas and details to determine central ideas in a text.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;9/12 7.2.a Write informative/explanatory texts</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Session Six: Ethics Are Good for Business</strong>&lt;br&gt;Students consider consequences in making ethical business decisions. Students will:&lt;br&gt;• Evaluate short- and long-term consequences in making ethical decisions&lt;br&gt;• Express that being ethical can be good for business</td>
<td>3.1.c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.</td>
<td>• Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness). <strong>Civic/Interpersonal Skills</strong>&lt;br&gt;• Apply ethical perspectives/concepts to an ethical question/situation/scenario</td>
<td>9/12 1.1.a Initiate and participate in discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12 2.2.a Present information, findings, and supporting evidence.&lt;br&gt;9/12 2.2.c Adapt speech to a variety of tasks.&lt;br&gt;9/12 2.2.a Use key ideas and details to determine central ideas in a text.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;9/12 7.2.a Write informative/explanatory texts</td>
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</table>
| **Session Seven: The Business Plan**  
Students compile a sample business plan.  
**Students will:**  
• Compile entrepreneurial elements into a sample business plan | 3.1.c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.  
**Personal Financial Literacy**  
3.5. Determine factors that impact an individual’s earning capability (PFL).  
   a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being |  
• Make predictions and design data/information collection and analysis strategies.  
Entrepreneurial Skills: Inquiry/Analysis).  
• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).  
• Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving) | 9/12 1.1a Initiate and participate in discussions.  
9/12 1.1.b Integrate multiple sources of information,  
9/12 2.2 a Present information, findings, and supporting evidence.  
9/12 2.2 c Adapt speech to a variety of tasks.  
9/12 2.2 a Use key ideals and details to determine central ideas in a text.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 7.2 a Write informative/explanatory texts.  
9/12 9.4 d. Produce clear and coherent writing  
9/12 9.4 g. Write routinely over extended time frames | Mathematical Practices  
1-7 |
### Session Description

<table>
<thead>
<tr>
<th>Session One: Identifying the Problem</th>
<th>Social Studies Standards</th>
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</tr>
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<tbody>
<tr>
<td>Students are oriented to problem/solution thinking practices and introduced to the Design Thinking process of creative problem solving. They explore the first step (Empathize) that teaches them to look at problems as human-centered, from the customer’s perspective.</td>
<td>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</td>
<td>• Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideas and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
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<td>• Describe how brainstorming several ideas and then picking the best options will lead to creative problem solving.</td>
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<tr>
<td>• Describe the Design Thinking model and the steps involved in the process.</td>
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<td>• Describe the advantages of applying the Design Thinking model to new ideas or problem solving.</td>
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<tr>
<td>• Describe the Empathize step in the Design Thinking model.</td>
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<tr>
<td>• Demonstrate how an empathy map can be used to identify a user’s needs.</td>
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<tr>
<td><strong>Session Two: Exploring Solutions</strong></td>
<td>HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</td>
<td><strong>Adaptability/ Flexibility</strong></td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.</td>
</tr>
<tr>
<td>Students focus on the second and third steps of the Design Thinking process (Define and Ideate). They summarize the root cause of the issue in a problem statement and then use brainstorming techniques to generate viable ideas as solutions.</td>
<td></td>
<td><strong>Collaboration/ Teamwork</strong></td>
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<tr>
<td><strong>Students will:</strong></td>
<td></td>
<td>• Look for and value in different perspectives expressed by others</td>
<td></td>
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<tr>
<td>• Describe the Define step in the Design Thinking model.</td>
<td></td>
<td>• Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making</td>
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<tr>
<td>• Demonstrate how to write a short, clear problem statement that reflects the problem to be solved.</td>
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<tr>
<td>• Describe the Ideate step in the Design Thinking model.</td>
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<tr>
<td>• Apply ideation methods by brainstorming ideas in a fast-paced activity.</td>
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### Session Description

**Session Three: Prototyping the Solution**

Students use rapid prototyping techniques to create an inexpensive model of their solution for customer review and feedback. This process teaches the importance of keeping customers involved in the process without large investments of time or money.

**Students will:**
- Describe the Prototype step in the Design Thinking model.
- Construct a prototype based on a problem statement and a brainstormed solution to the problem.

### Social Studies Standards

NA

### Colorado Essential Skills

**Creativity/Innovation**
- Engage in novel approaches, moves, directions, ideas and/or perspectives.

**Inquiry/Analysis**
- Test hypotheses/prototype with planned process for getting feedback

### Colorado Reading, Writing, and Communicating

9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
9/12 1.1.b Integrate multiple sources of information.
9/12 1.1.c Evaluate a speaker’s point of view.
9/12 4.2.a.ii Use key ideals and details to determine central ideas in a text.
9/12 2.2.b Determine the meaning of words and phrases.
9/12 9.4.d Produce clear and coherent writing.
## Session Description

**Session Four: Testing the Solution**

Students devise testing plans to validate the design and function of their prototyped ideas with customer participants. User testing emphasizes the importance of ongoing improvement cycles in the Design Thinking model.

### Students will:

- Define the Test step in the Design Thinking model.
- Develop a testing plan for a given product and target audience.

## Social Studies Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 3.1 c</td>
<td>Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.</td>
</tr>
</tbody>
</table>

## Colorado Essential Skills

<table>
<thead>
<tr>
<th>Initiative/Self-Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply knowledge to set goals, make informed decisions and transfer to new contexts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inquiry/Analysis</th>
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</thead>
<tbody>
<tr>
<td>Test hypotheses/prototype with planned process for getting feedback</td>
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## Colorado Reading, Writing, and Communicating

<table>
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<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>9/12 1.1.b</td>
<td>Integrate multiple sources of information.</td>
</tr>
<tr>
<td>9/12 2.2. a</td>
<td>Present information, findings, and supporting evidence.</td>
</tr>
<tr>
<td>9/12 4.2 a i</td>
<td>Cite evidence to support analysis of specific text.</td>
</tr>
<tr>
<td>9/12 2.2.b</td>
<td>Determine the meaning of words and phrases.</td>
</tr>
<tr>
<td>9/12 7.2 a a</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas.</td>
</tr>
<tr>
<td>9/12 9.4.d</td>
<td>Produce clear and coherent writing.</td>
</tr>
<tr>
<td>SL 5 9/12 2.2. b</td>
<td>Make strategic use of digital media.</td>
</tr>
<tr>
<td>SL 6 9/12 2.2. c</td>
<td>Adapt speech to a variety of contexts and tasks.</td>
</tr>
<tr>
<td>9/12 9.4 a</td>
<td>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
</tr>
</tbody>
</table>
## Session Description

**Session Five: Applying Design Thinking (Optional, Self-Guided)**

Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.

**Students will:**

- Use the Design Thinking model to create a solution to an identified problem.
- Produce an artifact for each step of the Design Thinking process to demonstrate their work.

## Social Studies Standards

HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).

HS 3.1 c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.

## Colorado Essential Skills

### Creativity/Innovation

- Engage in novel approaches, moves, directions, ideas and/or perspectives.

### Task/Time Management

- Demonstrate task-management attributes associated with producing high-quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Clearly communicating with others

## Colorado Reading, Writing, and Communicating

9/12 4.2 a.i. Cite evidence to support analysis of specific text.

9/12 1.1.b Integrate multiple sources of information.

9/12.1.1 c Evaluate a speaker’s point of view.

9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.

9/12 2.2.b Determine the meaning of words and phrases.

9/12 9.4.d Produce clear and coherent writing.
## Session One: Developing a Mindset

Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.

**Students will:**
- Define entrepreneurship and some key qualities of entrepreneurs.
- Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship.
- Describe the advantages in life of embracing a growth mindset.
- Define the entrepreneurial mindset.
- Describe the key characteristics of a successful entrepreneur’s mindset.

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<td>HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</td>
<td>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1.c Evaluate a speaker’s point of view. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4.d Produce clear and coherent writing. 9/12 9.4.a Demonstrate command of the conventions of Standard English grammar and usage</td>
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</table>

## Session Two: Assessing Entrepreneurial Potential

Students demonstrate their understanding of the entrepreneurial characteristics by identifying prevalent skills in scenarios. Then, they complete an introspective personal assessment about their entrepreneurial potential.

**Students will:**
- Analyze the characteristics of the entrepreneurial mindset.
- Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment.

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<tr>
<td>HS 3.5 Determine factors that impact an individual’s earning capability (PFL). a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1.c Evaluate a speaker’s point of view. 9/12 4.2.a.i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 2.2.b ii. Analyze in detail the structure of a specific paragraph. 9/12 2.2.b iii. Determine an author’s point of view. 9/12/4.2/b.vii. Analyze and evaluate the effectiveness of the structure.</td>
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</table>
| **Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)** | HS 3.5 Determine factors that impact an individual’s earning capability (PFL).  
  a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.  
  f. Develop income earning potential with intentional choices. | • Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management). | 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.  
  9/12 1.1.b Integrate multiple sources of information.  
  9/12.1.1 c Evaluate a speaker’s point of view.  
  9/12 2.2. a. Present information, findings, and supporting evidence.  
  9/12 2.2. b. Make strategic use of digital media.  
  9/12 4.2 a i. Cite evidence to support analysis of specific text.  
  9/12 2.2.b Determine the meaning of words and phrases.  
  9/12 4.2 a i. Cite evidence to support analysis of specific text.  
  9/12 2.2.b Determine the meaning of words and phrases.  
  9/12 9.4.d Produce clear and coherent writing.  
  9/12 9.4 a. Demonstrate command of the conventions of Standard English |  

**Students will:**  
• Evaluate the results of the entrepreneurial mindset self-assessment.  
• Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset.
<table>
<thead>
<tr>
<th>Session Description</th>
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<th>Colorado Essential Skills</th>
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<tbody>
<tr>
<td><strong>Planning with the Customer in Mind</strong></td>
<td>HS.3.1. b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government, and nonprofits.</td>
<td>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 1.1.c Evaluate a speaker’s point of view. 9/12 2.2.a. Present information, findings, and supporting evidence. 9/12 4.2.a.i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 4.2.b.vii. Analyze and evaluate the effectiveness of the structure. 9/12 9.4.d Produce clear and coherent writing. 9/12 9.4.a. Demonstrate command of the conventions of Standard English.</td>
</tr>
<tr>
<td>Students are introduced to lean business planning and focus on the customer-focused segments of the Lean Canvas. They identify customer segments, the problem to be solved, and the intended solution. Students will:</td>
<td>• Identify the purpose of a business plan. • Describe the key elements of the lean business plan model. • State the problem to be solved in the Lean Canvas as a customer-centered problem statement. • Identify the customers in the target audience for the proposed product or service. • Identify the solution that answers the problem statement.</td>
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<tr>
<td><strong>Summarizing the Customer Elements</strong></td>
<td>HS.3.1. b Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</td>
<td>Communication • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 1.1.c Evaluate a speaker’s point of view. 9/12 2.2.a. Present information, findings, and supporting evidence. 9/12 4.2.a.i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 4.2.b.vii. Analyze and evaluate the effectiveness of the structure. 9/12 9.4.d Produce clear and coherent writing. 9/12 9.4.a. Demonstrate command of the conventions of Standard English.</td>
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<tr>
<td>Students learn about customer communication channels and the most effective practices for reaching their customers. Then, they practice completing the customer elements of the lean business plan using an original or supplied idea. Students will:</td>
<td>• Define channels as they relate to business planning • Differentiate uses of each channel based on situations/context • Practice the lean business planning process by applying information to the Problem, Customer Segments, Solution, and Channels sections of the Lean Canvas.</td>
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<td><strong>Formulating the Finances:</strong></td>
<td></td>
<td>• Take responsibility for spending decisions and borrowing decisions. (Personal Skills: Initiative/Self-Direction).</td>
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<td>Students focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. Then, they identify what metrics are key to gauge the performance and health of the venture.</td>
<td>HS.3.5. Determine factors that impact an individual’s earning capability (PFL).</td>
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<td><strong>Students will:</strong></td>
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<td>HS.3.7. Apply consumer skills to spending, saving, and borrowing decisions (PFL). c. Analyze consumer and financial information for relevance, credibility, and accuracy.</td>
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<td>• Identify the cost structure for a product/service by listing associated fixed and variable costs.</td>
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<td>• Determine the appropriate price for a product/service given data about the associated costs, breakeven point, and desired profitability. Recognize the revenue streams that will generate profitability for a product or service.</td>
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<td>• Explain how key metrics help determine the success of a product/service and impact the business decisions made about it. Explain how key metrics help determine the success of a product/service and impact the business decisions made about it</td>
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<td><strong>Conveying the Business’s Value:</strong></td>
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<td>• Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)</td>
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<td>Students identify the business’s unique value and competitive advantage to convey its “edge.” Then, they practice writing compelling unique value proposition (UVP) statements and identifying the business’s competitive advantage.</td>
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<td><strong>Students will:</strong></td>
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<td>• Develop, plan, and organize self-behavior. (Personal Skills: Personal Responsibility)</td>
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<td>• Describe the process used to convey the unique value proposition of a business idea.</td>
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<td>• Identify what competitive (or unfair) advantage is as it relates to a lean business plan.</td>
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<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
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<td>9/12 1.1.b Integrate multiple sources of information.</td>
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<td>9/12 1.1.c Evaluate a speaker’s point of view.</td>
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<td>9/12 2.2.a. Present information, findings, and supporting evidence.</td>
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<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
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<td>9/12 4.2/b vii. Analyze and evaluate the effectiveness of the structure.</td>
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<td>9/12 9.4.d Produce clear and coherent writing.</td>
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<td>9/12 9.4.a. Demonstrate command of the conventions of Standard English.</td>
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</table>
| Completing and Testing the Lean Business Plan | Students practice completing the marketing and financial elements of the lean business plan using an original or supplied idea. Then, they review the importance of testing the business plan for ongoing refinement. | HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost). | Critical Thinking/Problem Solving  
- Interpret information and draw conclusions based upon information gathered to formulate a new problem  
Inquiry/Analysis  
- Test hypotheses/prototype with planned process for getting feedback  
- Make predictions and design data/information collection and analysis strategies.  
(Entrepreneurial Skills: Inquiry/Analysis) | 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.  
9/12 1.1.b Integrate multiple sources of information.  
9/12 2.2. a. Present information, findings, and supporting evidence.  
9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.  
9/12 9.4.d Produce clear and coherent writing.  
9/12 9.4 a. Demonstrate command of the conventions of Standard English |
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</table>
| Developing a Lean Business Plan (Optional, Self-Guided) | HS 3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost). | Communication • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual) | 9/12 1.1.b Integrate multiple sources of information.  
9/12 2.2. a. Present information, findings, and supporting evidence.  
9/12 2.2. c. Adapt speech to a variety of contexts and tasks.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.  
9/12 9.4.d Produce clear and coherent writing.  
9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.  
9/12 9.4 a. Demonstrate command of the conventions of Standard English. |
<p>| Students construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning. |                                                                                         |                                                                                         |                                                                                        |
| Students will:                                           |                                                                                         |                                                                                         |                                                                                        |
| • Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea |                                                                                         |                                                                                         |                                                                                        |</p>
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<td><strong>Session One: Before the Fair</strong></td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td><strong>Self-Awareness</strong>&lt;br&gt;• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’&lt;br&gt;<strong>Reading for Informational Text</strong>&lt;br&gt;9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;9/12 9.4 a. Demonstrate command of the conventions of Standard English.</td>
<td><strong>Students will:</strong>&lt;br&gt;• Define careers&lt;br&gt;• Differentiate among abilities, interests, work preferences, and values&lt;br&gt;• Identify their personal characteristics</td>
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</table>

**Session Two: Day of the Fair**<br>During the JA Career Exploration Fair, students engage with volunteers and learn more about different businesses and jobs.<br><br>**Students will:**<br>• Relate the impact of personal interests and abilities on career choices<br>• Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers<br>• Examine how school skills apply to career paths<br>• Explain the importance of staying in school and graduating high school | HS.3.5 d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community. | **• Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness).**<br>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.<br>9/12 1.1.b Integrate multiple sources of information.<br>9/12 1.1.c Evaluate a speaker’s point of view.<br>9/12 2.2.b Determine the meaning of words and phrases.<br>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.<br>9/12 9.4 a. Demonstrate command of the conventions of Standard English. |
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</table>
| **Session Three: After the Fair** | HS 3.5 f. Develop income earning potential with intentional choices | • Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).  
• Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness). | 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.  
9/12 1.1.b Integrate multiple sources of information.  
9/12.1.1 c Evaluate a speaker’s point of view.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.  
9/12 9.4 a. Demonstrate command of the conventions of Standard English. |
<p>| Students will: | | | |
| • Identify a future career goal | | | |
| • Create a personal action plan | | | |</p>
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<tr>
<td><strong>Session One: Before the Event</strong>&lt;br&gt;Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.&lt;br&gt;Students will:&lt;br&gt;• Identify skills and interests.&lt;br&gt;• Recognize Career Clusters&lt;br&gt;• Recall future high-demand occupations</td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td><strong>Self-Awareness</strong>&lt;br&gt;• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;9/12 9.4 a. Demonstrate command of the conventions of Standard English.</td>
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<tr>
<td><strong>Session Two: During the Event</strong>&lt;br&gt;Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.&lt;br&gt;Students will:&lt;br&gt;• Practice active listening skills.&lt;br&gt;• Equate job responsibilities with skills and interests</td>
<td>HS.3.5d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.</td>
<td>• Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. (Professional Skills: Career Awareness).&lt;br&gt;• Adapt to environments with appropriate emotions and behaviors, demonstrate personal awareness through the development of positive relationships&lt;br&gt;• Participate in social or community activities</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12.1.1.c Evaluate a speaker’s point of view.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.&lt;br&gt;9/12 9.4 a. Demonstrate command of the conventions of Standard English.</td>
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</table>
## JA Career Speaker Series

### Session Descriptions

**Session Three: After the Event**  
Students reflect on what they learned during their preparation and the speaker event.  
**Students will:**  
- Recognize Career Clusters

### Social Studies Standards

| HS 3.5 f. | Develop income earning potential with intentional choices. |

### Colorado Essential Skills

**Critical Thinking/Problem Solving**
- make connections between information gathered and personal experiences to apply and/or test solutions

### Colorado Reading, Writing, and Communicating

<p>| 9/12 1.1.a | Initiate and participate effectively in a range of collaborative discussions. |
| 9/12 1.1.b | Integrate multiple sources of information. |
| 9/12.1.1 c | Evaluate a speaker’s point of view. |
| 9/12 9.4.d | Produce clear and coherent writing. |
| 9/12 2.2.b | Determine the meaning of words and phrases. |
| 9/12 10.1.a | Conduct short as well as more sustained research projects to answer a question. |
| 9/12 9.4.a | Demonstrate command of the conventions of Standard English. |</p>
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<tr>
<td><strong>Session One: Get Hired– Critical Thinking and Creativity</strong></td>
<td>- HS 3. 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td>- Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. <strong>Thinking/Problem Solving</strong> - Interpret information and draw conclusions based upon information gathered to formulate a new problem</td>
<td>- 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</td>
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<tr>
<td>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. <strong>Students will:</strong></td>
<td>- 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</td>
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<td><strong>Session Two: Get Hired– Communication and Conflict-Management Skills</strong></td>
<td>- HS 3.5 f. Develop income earning potential with intentional choices.</td>
<td><strong>Self-Awareness</strong> - Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’ <strong>Communication</strong> - Establish goals for communication and plan out steps accordingly</td>
<td>- 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</td>
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<tr>
<td>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. <strong>Students will:</strong></td>
<td>- Recognize common responses to conflict - Apply conflict-management skills to resolve work-based issues</td>
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<tr>
<td><strong>Session Three: Get Hired– Collaboration and Creativity</strong></td>
<td>- HS 3. 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td><strong>Adaptability/ Flexibility</strong> - Demonstrate ways to adapt and reach workable solutions</td>
<td>- 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 2.2.c. Adapt speech to a variety of contexts and tasks. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</td>
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<tr>
<td>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). The model describes the behaviors found in high-performance teams in the workplace. <strong>Students will:</strong></td>
<td>- Demonstrate collaboration with team members to accomplish work-based challenges - Recognize the components of a high-performance team</td>
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<td>Session Four: Get Hired—Strong Soft</td>
<td>HS 3.1 a. Explain the economic way of thinking: the condition of</td>
<td>Adaptable/Flexibility</td>
<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
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<td>Skills</td>
<td>scarcity requires choice and choice has a cost (opportunity</td>
<td>• Demonstrate ways to adapt and reach workable</td>
<td>9/12 7.2 a Write informative/explanatory texts to</td>
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<td>cost).</td>
<td>solutions.</td>
<td>examine a topic and convey ideas.</td>
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<td>Students will:</td>
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<td>Communication</td>
<td>9/12 1.1.a Initiate and participate effectively in</td>
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<td>• Identify soft skills that are in demand by employers</td>
<td>• Articulate thoughts and ideas effectively</td>
<td>a range of collaborative discussions.</td>
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<td>• Demonstrate personal soft skills in a mock interview</td>
<td>using oral, written and nonverbal communication</td>
<td>9/12 1.1.b Integrate multiple sources of information.</td>
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<td>skills in a variety of forms and contexts</td>
<td>9/12 9.4 a. Demonstrate command of the conventions</td>
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<td>of Standard English.</td>
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<td>Session Five: Know Your Work</td>
<td>HS.3.5 d. Analyze the monetary and non-monetary value of</td>
<td>Self-Awareness</td>
<td>9/12 1.1.a Initiate and participate effectively in</td>
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<td>Priorities</td>
<td>employee benefits in addition to pay. For example: employer-</td>
<td>• Adapt to environments with appropriate</td>
<td>a range of collaborative discussions.</td>
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<td>matched retirement fund contributions, paid time off,</td>
<td>emotions and behaviors, demonstrate personal</td>
<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
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<td>insurance, professional development, personal sense of</td>
<td>awareness through the development of positive</td>
<td>9/12 9.4 a. Demonstrate command of the conventions</td>
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<td>accomplishment, sense of community.</td>
<td>relationships</td>
<td>of Standard English.</td>
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<td>Students will:</td>
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<td></td>
<td>• Recognize the importance of being focused, proactive, and</td>
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<td></td>
<td>adaptable when exploring careers</td>
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<td></td>
<td>• Rank work environment priorities as an anchor for making</td>
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<td>career planning decisions</td>
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### Session Six: Know Who’s Hiring

In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them.

**Students will:**
- 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

**Social Studies Standards**

- HS.3.5 d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.

**Colorado Essential Skills**

- **Initiative/Self-Direction**
  - Apply knowledge to set goals, make informed decisions and transfer to new context

**Colorado Reading, Writing, and Communicating**

- 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
- 9/12 2.2.b Determine the meaning of words and phrases.
- 9/12 9.4 a. Demonstrate command of the conventions of Standard English.

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### Session Seven: Know Your Personal Brand

Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates.

**Students will:**
- 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

**Social Studies Standards**

- HS 3.5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
- HS 3.5 f. Develop income earning potential with intentional choices.

**Colorado Essential Skills**

- **Initiative/Self-Direction**
  - Take responsibility for and pursue opportunities

**Colorado Reading, Writing, and Communicating**

- 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
- 9/12 2.2.b Determine the meaning of words and phrases.
- 9/12 9.4 a. Demonstrate command of the conventions of Standard English.

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- RI 5 9/12 2.2.b ii. Analyze in detail the structure of a specific paragraph.
- 9/12 7.2 a Write informative/explanatory texts.
- 9/12 9.4 a. Demonstrate command of the conventions of Standard English.
### Session Descriptions

**Meeting One: Start a Business**

Students are introduced to the JA Company Program experience, explore ways to raise capital for their business venture, and analyze their personal strengths to help inform their individual roles in their company project.

**Students will:**
- Identify the JA Company Program overall objectives by reviewing the major milestones.
- Describe the importance of setting goals and developing a vision as first steps toward entrepreneurial success.
- Identify the roles and associated skill sets that are integral in a company structure. Assess personal strengths against the designated company roles to determine a potential business role.
- Identify different means by which to raise capital for a start-up business.
- Differentiate between facts and myths about entrepreneurs.
- Reflect on personal and professional vision and set some immediate goals for becoming an entrepreneur.

<table>
<thead>
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<th>Social Studies Standards</th>
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<tbody>
<tr>
<td>HS.3. 1. Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.</td>
<td>• Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills Global/Cultural Awareness)</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
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<td>• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’</td>
<td>SL 2, 9/12 1.1.b Integrate multiple sources of information.</td>
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<td>SL 3, 9/12.1.1.c Evaluate a speaker’s point of view.</td>
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<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
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<td>9/12 2.2.b.iii. Determine an author’s point of view.</td>
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<td>9/12/4/2.d. Use Range of Reading and Complexity of Text</td>
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<td>9/12 9.4.a. Demonstrate command of the conventions of Standard English.</td>
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</table>

**Meeting Two: Solve a Customer’s Problem**

Students use creative problem solving to brainstorm ideas for a business service/product, with the goal of identifying their top choices to research.

**Students will:**
- Describe how brainstorming several ideas and then picking the best option will lead to creative problem solving.
- Describe the Design Thinking model and the steps involved in the process.
- Describe the advantages of applying the Design Thinking model to new ideas or problem solving.
- Describe the Empathize, Define, and Ideate steps in the Design Thinking model.
- Apply the Empathize, Define, and Ideate steps of the Design Thinking model to identify a customer need and some plausible solutions.

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<td>HS.3.1.a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</td>
<td>• Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills Global/Cultural Awareness)</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
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<td>SL 2, 9/12 1.1.b Integrate multiple sources of information.</td>
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<td>SL 3, 9/12.1.1.c Evaluate a speaker’s point of view.</td>
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<td>9/12.4.2.a.ii Use key ideals and details to determine central ideas in a text.</td>
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<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
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<td>9/12 2.2.b.iii. Determine an author’s point of view.</td>
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<td>9/12/4/2.d. Use Range of Reading and Complexity of Text</td>
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<td>9/12 9.4.a. Demonstrate command of the conventions of Standard English.</td>
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</table>
### Session Descriptions

**Meeting Three: Evaluate the Options**

Students apply their personal entrepreneurial skills while exploring good decision making and vetting the viability of a venture, using a SWOT analysis tool to narrow their decision on their company’s final product idea.

**Students will:**

- Explain why innovation is an integral factor for a company’s health and growth.
- Explain how failure leads to success and how using a growth mindset can provide the appropriate perspective in challenging situations.
- Define the entrepreneurial mindset.
- Describe the key characteristics that a successful entrepreneur embodies.
- Explain the uses and benefits of a SWOT analysis for a start-up venture.
- Apply a SWOT analysis to each product/service the company is considering.
- Define the terms pivot and persevere related to business venture startups.
- Use data to make informed decisions about the direction of the business.
- Execute a final decision about whether to proceed with the team’s chosen product/service using data-informed decision making.
- Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA.

### Social Studies Standards

HS.3.1.a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).

HS.3.1.b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government, and nonprofits.

HS.3.1.c. Explain how effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits.

HS.3.7.a. Analyze how inflation and cost of living impact consumer purchasing and saving power.

### Colorado Essential Skills

- Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity.
- Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis.
- Demonstrate ways to adapt and reach workable solutions.
- Synthesize ideas in original and surprising ways.
- Test hypotheses/prototype with planned process for getting feedback.
- Act on creative ideas to make a tangible and useful contribution.

### Colorado Reading, Writing, and Communicating

- 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
- SL 2, 9/12 1.1.b Integrate multiple sources of information.
- SL 3, 9/12.1.1.c Evaluate a speaker’s point of view.
- 9/12.4.2.a.ii Use key ideals and details to determine central ideas in a text.
- 9/12 2.2.b Determine the meaning of words and phrases.
- 9/12 2.2.b.iii Determine an author’s point of view.
- 9/12/4.2.d Use Range of Reading and Complexity of Text.
- 9/12 9.4.d Produce clear and coherent writing.
- 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.
- 9/12 10.1.b Gather relevant information from multiple sources.
- 9/12/4.2.d Use Range of Reading and Complexity of Text.
- 9/12 9.4.a Demonstrate command of the conventions of Standard English.

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<th>Session Descriptions</th>
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<th>Colorado Essential Skills</th>
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<tr>
<td><strong>Meeting Four: Create a Structure</strong>&lt;br&gt;Students initiate the company’s structure by establishing roles, commence planning within business teams, and finalize capitalization decisions.&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• Explain the five functional roles of the company and the essential responsibilities of each role.&lt;br&gt;• Relate the sections of the Business Snapshot with the business planning information necessary to identify for a start-up company.&lt;br&gt;• Evaluate personal strengths aligned to each role and select team members for business teams.&lt;br&gt;• Evaluate the different means for raising capital and select an option for the company’s start-up venture.&lt;br&gt;• Identify essential tasks for different roles in the startup by drafting Business Team task lists for each functional role.&lt;br&gt;• Discuss collaboration and communication strategies within and between business teams.</td>
<td>HS.3.3. e. Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).</td>
<td>• Demonstrate ways to adapt and reach workable solutions&lt;br&gt;• Act on creative ideas to make a tangible and useful contribution&lt;br&gt;• Make predictions and design data/information collection and analysis strategies</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;SL 2, 9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;SL 3, 9/12.1.1 c Evaluate a speaker’s point of view.&lt;br&gt;9/12 4.2 a.ii Use key ideals and details to determine central ideas in a text.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;10 9/12. 4,2 d. Use Range of Reading and Complexity of Text&lt;br&gt;9/12 9.4.d Produce clear and coherent writing.&lt;br&gt;9/12 9.4 a. Demonstrate command of the conventions of Standard English.&lt;br&gt;9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</td>
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</table>
### JA Company Program

#### Session Descriptions

**Meeting Five: Launch the Business**

Students explore corporate leadership roles and responsibilities, evaluate personal leadership skills, and elect leaders for the business venture. Then, they organize their business teams, start deep dives into business team roles, and complete work on the Business Snapshot and Company Charter.

**Students will:**
- Evaluate different leadership styles and the most positive leadership influence for companies in different situations.
- Assess personal leadership styles and reflect on what considerations might be important in decision making as a leader of a start-up company.
- Describe the significance of accountability as an entrepreneur and a student as it relates to a company venture and JA experience.
- Evaluate the different leader candidates, and elect people for the company leadership positions.
- Demonstrate basic business planning by completing the Business Snapshot which outlines all the key elements to launch a business.
- Express the legal and social need for a company’s guiding principles by developing and agreeing to a company charter.

#### Social Studies Standards

<table>
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<tr>
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<tbody>
<tr>
<td>HS.3.3. e</td>
<td>Examine the sources of economic growth and the importance of improvements in productivity (output per hour of work).</td>
</tr>
</tbody>
</table>

#### Colorado Essential Skills

- Design economic interventions to address economic challenges. (Personal Skills: Adaptability/Flexibility)
- Use interpersonal skills to learn and work with individuals from diverse backgrounds
- Apply knowledge and skills to implement sophisticated, appropriate and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

#### Colorado Reading, Writing, and Communicating

- 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
- 9/12 1.1.b Integrate multiple sources of information.
- 9/12 1.1.c Evaluate a speaker’s point of view.
- 9/12 2.2.b Determine the meaning of words and phrases.

#### Topic: Finances (Self-Guided)

Students learn how the finance department is a vital part of an organization and review the characteristics that contribute to a strong finance team.

**Students will:**
- Describe the importance of finance in a company.
- Explain the primary tasks and responsibilities of the finance team to understand this team’s role in company operations.

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<th>Standard</th>
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<tbody>
<tr>
<td>HS.3.7</td>
<td>Apply consumer skills to spending, saving, and borrowing decisions (PFL).</td>
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</table>
- Analyze how inflation and cost of living impact consumer purchasing and saving power
- Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. For example: comparing student loan options, auto loan options, and payday lending options.

#### Social Studies Standards

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<tr>
<td>HS.3.7</td>
<td>Apply consumer skills to spending, saving, and borrowing decisions (PFL).</td>
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#### Colorado Essential Skills

- Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)
- Take responsibility for spending decisions and borrowing decisions. (Personal Skills: Initiative/Self-Direction)

#### Colorado Reading, Writing, and Communicating

- 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
- 9/12 1.1.b Integrate multiple sources of information.
- 9/12 1.1.c Evaluate a speaker’s point of view.
- 9/12 2.2.b Determine the meaning of words and phrases.
- 9/12 9.4.a Demonstrate command of the conventions of Standard English.
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</table>
| **Topic: Leadership and Management (Self-Guided)**  
Students review the concept of leadership and how leaders guide organizations, discover the characteristics that foster strong leadership skills, and identify the primary responsibilities of this business role in the JA Company Program. | NA                        | • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills regarding the role and responsibilities of different levels and types government.  
• Demonstrate confidence while recognizing that personal actions impact others. | 9/12.1.1.a Initiate and participate effectively in a range of collaborative discussions.  
SL 2, 9/12.1.1.b Integrate multiple sources of information.  
SL 3, 9/12.1.1.c Evaluate a speaker’s point of view.  
9/12.4.2.a.ii Use key ideals and details to determine central ideas in a text.  
9/12.2.2.b Determine the meaning of words and phrases.  
9/12 9.4.a. Demonstrate command of the conventions of Standard English. |
| **Students will:**  
• Describe the importance of leadership and management in a company.  
• Explain the primary tasks and responsibilities of the Leadership and Management team to understand this team’s role in company operations. | b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government, and nonprofits. | 9/12/4/2.d. Use Range of Reading and Complexity of Text.  
9/12 9.4.d Produce clear and coherent writing.  
9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.  
9/12 10.1.b Gather relevant information from multiple sources.  
9/12 2.2.a. Present information, findings, and supporting evidence.  
SL 5 9/12 2.2.b. Make strategic use of digital media. | |
| **Topic: Marketing (Self-Guided)**  
Students learn how marketing connects the company with the customer and is really the way that a company communicates with customers and other businesses. They learn the four Ps of the marketing mix and the primary responsibilities of the Marketing team during the JA Company Program. | | | |
| **Students will:**  
• Describe the importance of marketing in a company  
• Explain the primary tasks and responsibilities of the Marketing team to understand this team’s role in company operations. | | | |
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<td><strong>Topic: Sales (Self-Guided)</strong>&lt;br&gt;Students learn how sales teams are vital to an organization and discover the primary responsibilities of the Sales team for the JA Company Program and learn tips for sales success. <strong>Students will:</strong>&lt;br&gt;• Describe the importance of sales in a company&lt;br&gt;• Explain the primary tasks and responsibilities of the Sales team to understand this team’s role in company operations.</td>
<td>b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government, and nonprofits.</td>
<td>• Identify the incentives that influence individuals, businesses, government, and nonprofits and draw conclusions based on cost-benefit analysis. (Entrepreneurial Skills: Inquiry/Analysis)</td>
<td>9/12 2.2. a. Present information, findings, and supporting evidence. SL 5 9/12 2.2. b. Make strategic use of digital media 9/12/4/2 d. Use Range of Reading and Complexity of Text 9/12 9.4.d Produce clear and coherent writing. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 9.4.f. Use technology to produce, publish, and update individual or shared writing products.</td>
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<tr>
<td><strong>Topic: Supply Chain Workflow (Self-Guided)</strong>&lt;br&gt;Students learn that a supply chain is the network established to gather components, manufacture a product, and distribute that product to consumers. <strong>Students will:</strong>&lt;br&gt;• Describe the function of a supply chain and the purpose of each link in the supply chain as it relates to company operations.</td>
<td>HS.3.1.a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</td>
<td>• Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity. (Civic/Interpersonal Skills: Global/Cultural Awareness)</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2. 9/12 1.1.b Integrate multiple sources of information. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 2.2. b. Make strategic use of digital media. 9/12/4/2 d. Use Range of Reading and Complexity of Text 9/12 9.4.d Produce clear and coherent writing. 9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. 9/12 9.4.f. Use technology to produce, publish, and update individual or shared writing products.</td>
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| **Business Operations**               | Over the course of several meetings, students launch their business, work in their business teams to run the business, and share weekly progress with Leadership. They have access to self-guided content to support their specific roles. Students will: | • Design economic interventions to address economic challenges. (Personal Skills: Adaptability/Flexibility)  
  • Demonstrate ways to adapt and reach workable solutions  
  • Work effectively in a climate of ambiguity and changing priorities | 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.  
  SL 2. 9/12 1.1.b Integrate multiple sources of information.  
  9/12 2.2. a. Present information, findings, and supporting evidence.  
  9/12 2.2. b. Make strategic use of digital media 9/12/4/2 d. Use Range of Reading and Complexity of Text.  
  9/12 9.4.d Produce clear and coherent writing.  
  9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.  
  9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products. |
| **Meeting Twelve: Liquidate the Company** | Students finalize their company’s operations, initiate the steps necessary to liquidate their company’s assets, and complete the steps to close out their company. Students will: | • Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)  
  • Develop, plan, and organize self-behavior. (Personal Skills: Personal Responsibility)  
  • Apply a fundamental understanding of the ethical/legal issues in many contexts including the access and use of information”  
  • Demonstrate task-management attributes associated with producing high-quality products including the abilities to:  
    - Work positively and ethically  
    - Manage time and projects effectively  
    - Multi-task  
    - Clearly communicating with others | 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.  
  9/12 1.1.b Integrate multiple sources of information.  
  9/12 2.2. a. Present information, findings, and supporting evidence.  
  9/12 4.2 a.ii Use key ideals and details to determine central ideas in a text.  
  10 9/12, 4.2 d. Use Range of Reading and Complexity of Text. |
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<td><strong>Meeting Thirteen:</strong>&lt;br&gt;Create a Personal Plan of Action&lt;br&gt;Students recognize the necessity of networking as an entrepreneur and work on a personal action plan to develop their personal network and to refine their entrepreneurial skills.</td>
<td>HS 3.5. Determine factors that impact an individual’s earning capability (PFL).&lt;br&gt;a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.&lt;br&gt;f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.</td>
<td>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12 2.2. a. Present information, findings, and supporting evidence.&lt;br&gt;9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;10 9/12. 4,2 d. Use Range of Reading and Complexity of Text.&lt;br&gt;9/12 9.4.d Produce clear and coherent writing.</td>
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<td><strong>Students will:</strong>&lt;br&gt;• Describe the importance of networking related to your business and overall entrepreneurial success.&lt;br&gt;• Execute an introductory plan to initiate networking by determining immediate people and organizations you can connect with.&lt;br&gt;• Execute a personal action plan to detail the next steps you will take in your entrepreneurial journey.</td>
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<td><strong>Meeting Fourteen:</strong>&lt;br&gt;Develop an Annual Report (Optional)&lt;br&gt;During this optional meeting, students create an annual report as a summary of their student company experience.</td>
<td>HS 3.5.f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.</td>
<td>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12 2.2. a. Present information, findings, and supporting evidence.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;10 9/12. 4,2 d. Use Range of Reading and Complexity of Text&lt;br&gt;9/12 7.2 a Write informative/explanatory texts.&lt;br&gt;9/12 9.4.d Produce clear and coherent writing.</td>
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<tr>
<td><strong>Students will:</strong>&lt;br&gt;• Describe an annual report and its purpose.&lt;br&gt;• Develop a summary annual report project to complete the business venture experience.</td>
<td>• Develop, plan, and organize self-behavior. (Personal Skills: Personal Responsibility)</td>
<td></td>
<td>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.&lt;br&gt;9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources.&lt;br&gt;9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.&lt;br&gt;9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</td>
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<tr>
<td><strong>Day of the Visit</strong></td>
<td>NA</td>
<td>Information Literacy</td>
<td>9/12.1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td>A business professional volunteer will speak to the students about ethics and lead self-assessment and ethics scenario activities.</td>
<td>9/12.1.1.b Integrate multiple sources of information.</td>
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<tr>
<td><strong>Students will:</strong></td>
<td>NA</td>
<td>Leadership</td>
<td>9/12.1.1.c Evaluate a speaker’s point of view.</td>
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<tr>
<td>• Define ethics.</td>
<td>9/12.4.2.a.ii Use key ideals and details to determine central ideas in a text.</td>
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<tr>
<td>• Evaluate personal values in ethical dilemmas.</td>
<td>9/12.2.2.b Determine the meaning of words and phrases.</td>
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<tr>
<td>• Articulate and identify the steps necessary to make ethical decisions.</td>
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<tr>
<td>• Recognize the importance of identifying and understanding personal values as a means of avoiding unethical choices.</td>
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<tr>
<td><strong>Reflection Activity (Optional)</strong></td>
<td>NA</td>
<td>Self-Advocacy</td>
<td>9/12.1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td>Students will reflect and discuss their learnings after interacting with a local business professional.</td>
<td>9/12.1.1.b Integrate multiple sources of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>NA</td>
<td>Character</td>
<td>9/12.1.1.c Evaluate a speaker’s point of view.</td>
</tr>
<tr>
<td>• Reflect on what they learned during their volunteer visit.</td>
<td>9/12.4.2.a.ii Use key ideals and details to determine central ideas in a text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Begin to understand ethical choices beyond the perspective of what they read in books.</td>
<td>9/12.2.2.b Determine the meaning of words and phrases.</td>
<td></td>
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</tr>
<tr>
<td>• Give thoughtful consideration to “right” and “wrong” choices and examination of personal beliefs.</td>
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<tr>
<td>• Self-examine to develop a personal awareness of values to begin to see the disconnect between their words and actions.</td>
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<tr>
<td>• Strengthen the belief that ethics is an active ethos and start to develop a deeper commitment to living ethically.</td>
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<tr>
<td><strong>Extended Learning Opportunities (Optional)</strong></td>
<td>NA</td>
<td>Character</td>
<td>9/12.4.2.a.ii Use key ideals and details to determine central ideas in a text.</td>
</tr>
<tr>
<td>Students can log on to the JA My Way website to learn more about ethics or have a debate about an ethical dilemma.</td>
<td>9/12.2.2.b Determine the meaning of words and phrases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Learn more about ethics.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Session Descriptions</td>
<td>Social Studies Standards</td>
<td>Colorado Essential Skills</td>
<td>Colorado Reading, Writing, and Communicating</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Effective Civic Leadership.</strong>&lt;br&gt;Students explore the importance of leadership skills and the value of community involvement. They learn the importance of communication and conflict-management skills to achieve group goals. Students will:&lt;br&gt;• Identify qualities of a leader.&lt;br&gt;• Recognize the role of civic leadership in a community.&lt;br&gt;• Develop conflict-resolution skills.</td>
<td>NA</td>
<td>• Participate effectively in civic life&lt;br&gt;• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view.</td>
</tr>
<tr>
<td><strong>Presentation Skills and Classroom Management</strong>&lt;br&gt;Students learn effective presentation techniques to get an audience’s attention and keep it. They gain insight into classroom dynamics to assist with managing elementary school students when in that environment. Students will:&lt;br&gt;• Use strong presentation skills to communicate effectively.&lt;br&gt;• Develop classroom management practices.&lt;br&gt;• Recognize and use techniques that further teamwork and achieve group goals.</td>
<td>NA</td>
<td>• Use interpersonal skills to learn and work with individuals from diverse backgrounds&lt;br&gt;• Educate and inspire others to realize their potential</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 2.2. b. Make strategic use of digital media. 9/12 2.2. c. Adapt speech to a variety of contexts and tasks.</td>
</tr>
<tr>
<td><strong>Critical Thinking and Problem Solving</strong>&lt;br&gt;Students advance their critical thinking skills so that they can adapt quickly to new circumstances and develop successful solutions to problems. Students will:&lt;br&gt;• Use a problem-solving technique to solve personal and professional problems.&lt;br&gt;• Apply critical-thinking skills to work-based problems.&lt;br&gt;• Recognize that decisions have consequences.</td>
<td>NA</td>
<td>Demonstrate task-management attributes associated with producing high-quality products including the abilities to:&lt;br&gt;• Work positively and ethically&lt;br&gt;• Manage time and projects effectively&lt;br&gt;• Multi-task&lt;br&gt;• Clearly communicating with other</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12.4.2 a i. Cite evidence to support analysis of specific text.</td>
</tr>
</tbody>
</table>
### Session Descriptions

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

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

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>NA</td>
<td>• Make connections between information gathered and personal experiences to apply and/or test solutions</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2, 9/12 1.1.b Integrate multiple sources of information. SL 3, 9/12.1.1 c Evaluate a speaker’s point of view. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
</tbody>
</table>
### Session Descriptions

#### Session One: Career Interests and Your Path

Students understand the importance of career planning and complete a Career Interest Inventory to assess their own values, skills, and interests in the context of career paths.

**The students will:**
- Consider their values, skills, and interests.
- Take a Career Interest Inventory.
- Relate their values, skills, interests, and Career Interest Inventory to future career opportunities.

**Social Studies Standards**

- HS 3.6.5: Determine factors that impact an individual’s earning capability.
  - a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
  - f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.

**Empowered Individual:**
- **Self-Awareness**
- **Career Awareness**

**Nature and Skills of Economics:**
1. Financially capable individuals consider the value of professional development, income earning potential, value of workplace benefits, and labor market trends as part of a lifetime comprehensive financial plan.

#### Session Two: Career Planning and Your Path

Students learn to recognize career clusters and focus on those tied to the results of their Career Interest Inventory. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in those fields.

**The students will:**
- Learn why career planning is important.
- Recognize career clusters.
- Identify career clusters that match their skills and interests.
- Identify requirements to obtain jobs in fields of interest.

**Social Studies Standards**

- HS 3.6.5: Determine factors that impact an individual’s earning capability.
  - a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
  - f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development.

**Empowered Individual:**
- **Self-Awareness:**
- **Self-Management:**
- **Career Awareness:**
- **Perseverance and Resilience**

**Reading for Information**
- RI.1
- RI.3
- RI.4
- RI.5

**Language**
- L.1
- L.3
- L.4
- L.5
- L.6

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<table>
<thead>
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<th>Session Description</th>
<th>Social Studies Standards</th>
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<th>Common Core ELA</th>
</tr>
</thead>
</table>
| **Session Three: Preparing to Meet Your Future** | Students learn how awareness of their values, skills, and interests helps guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest. | HS 3. 6. 5. Determine factors that impact an individual’s earning capability.  
  a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being | **Empowered Individual:**  
  • Self-Advocacy and Initiative  
  • Career Awareness:  
    - Community Member  
  • Social Awareness:  
    - Communicator:  
      • Interpersonal Communication | Reading for Information  
  R1  
  R3  
  R4  
  R5  
  Language  
  L.1  
  L.3  
  L.4  
  L.5  
  L.6 |
| The students will:                          |                                                                                          | **Community Member**  
  • Social Awareness:  
    - Civic Engagement:  
    - Global and Cultural Awareness:  
  3. Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. | **Communicator:**  
  • Interpersonal Communication  
  • Media Literacy  
  • Digital Literacy:  
    • Data Literacy | Reading for Information  
  R1  
  R3  
  R4  
  R5  
  Writing  
  W.4  
  W.5  
  Language  
  L.1  
  L.2  
  L.3  
  L.4  
  L.5  
  L.6 |
| **Session Four: Local Business Means Opportunity** | Students learn about their local economy. They review the list of JA Inspire Virtual career fair exhibitors and the website of their local Chamber of Commerce and look for common themes, such as career clusters. They identify companies they would like to visit during the virtual career fair. | HS 3. 6. 5. Determine factors that impact an individual’s earning capability.  
  a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.  
  f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development. | **Empowered Individual:**  
  • Self-Advocacy and Initiative  
  • Career Awareness:  
    - Community Member  
  • Social Awareness:  
    - Communicator:  
      • Interpersonal Communication  
      • Media Literacy  
      • Digital Literacy:  
        • Data Literacy | Reading for Information  
  R1  
  R3  
  R4  
  R5  
  Language  
  L.1  
  L.3  
  L.4  
  L.5  
  L.6  
  Writing  
  W.4  
  W.5  
  Language  
  L.1  
  L.2  
  L.3  
  L.4  
  L.5  
  L.6 |
| **Session Five: Learn from the Experts** | Students review the speakers and webinars available at the JA Inspire Virtual career fair, create a list of at least three to view, and define what they would like to learn from them. | HS 3. 6. 5. Determine factors that impact an individual’s earning capability.  
  a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.  
  f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development. | **Communicator:**  
  • Interpersonal Communication  
  • Media Literacy  
  • Digital Literacy:  
    • Data Literacy | Reading for Information  
  R1  
  R3  
  R4  
  R5  
  Language  
  L.1  
  L.3  
  L.4  
  L.5  
  L.6  
  Writing  
  W.4  
  W.5  
  Language  
  L.1  
  L.2  
  L.3  
  L.4  
  L.5  
  L.6 |
## Session Descriptions

**Session Six: Welcome to JA Inspire Virtual**  
Students attend the JA Inspire Virtual Career fair.  
**The students will:**  
- Visit exhibits at JA Inspire Virtual.  
- Attend speeches and webinars at JA Inspire Virtual.  
- Complete the What I Learned section of the chart from their Learn from the Experts worksheet.

<table>
<thead>
<tr>
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</thead>
</table>
| HS 3. 6. 5. Determine factors that impact an individual’s earning capability. | Communicator:  
  a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.  
  f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development. | Reading for Information  
RI.1  
RI.3  
RI.4  
RI.5  
Writing  
W.4  
W.5  
W.6  
Language  
L.1  
L.2  
L.3  
L.4  
L.6 |

**Session Seven: JA Inspire Personal Reflection**  
Students reflect on what they have learned and identify next steps to further define their academic choices and career path.  
**Students will:**  
- Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event.  
- Identify next steps, including exploration of high school coursework and other research.

<table>
<thead>
<tr>
<th>Social Studies Standards</th>
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<th>Common Core ELA</th>
</tr>
</thead>
</table>
| HS 3. 6. 5. Determine factors that impact an individual’s earning capability. | Problem Solver  
  a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.  
  f. Develop income earning potential with intentional choices. For example: post-secondary education and professional development. | Reading for Information  
RI.1  
RI.3  
RI.4  
RI.5  
Writing  
W.4  
W.5  
W.6  
Language  
L.1  
L.2  
L.3  
L.4  
L.6 |

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<table>
<thead>
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<th>Session Descriptions</th>
<th>Social Studies Standards</th>
<th>Colorado Essential Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Communicating About Yourself</strong></td>
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</tr>
<tr>
<td>Students learn what their dress, speech, and listening skills communicate to others about them.</td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td>Self-Awareness</td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td><strong>Applications and Resumes</strong></td>
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</tr>
<tr>
<td>This session covers job applications and resumes, two written methods of applying for a job. Students examine both documents and begin to think about how to adapt their experiences, skills, and achievements to the applicable template to present themselves to a potential employer.</td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td></td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td><strong>Interviewing for a Job</strong></td>
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</tr>
<tr>
<td>This session covers communication styles used during the process of job hunting, with an emphasis on interviewing. Students complete an activity and track their accomplishments in a “brag sheet.”</td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td></td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
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<tr>
<td><strong>Students will:</strong></td>
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</tr>
<tr>
<td>Identify appropriate content for a personal brag sheet</td>
<td>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management).</td>
<td></td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td>Adapt personal information to interview situations.</td>
<td>Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national, and global arenas. (Professional Skills: Career Awareness).</td>
<td></td>
<td>9/12 1.1.b Integrate multiple sources of information.</td>
</tr>
<tr>
<td>Develop answers to common interview questions.</td>
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<td></td>
<td>9/12 9.4.a. Demonstrate command of the conventions of Standard English.</td>
</tr>
<tr>
<td>Recognize appropriate professional dress and demeanor for a job interview.</td>
<td></td>
<td></td>
<td>9/12 9.4.f. Use technology to produce, publish, and update individual or shared writing products.</td>
</tr>
</tbody>
</table>
### Cell Phones in the Workplace

This session covers communication methods to ensure workplace success, focusing on using cell phones in the workplace. A required activity covers cell phone etiquette, plus there are three additional activities from which to choose.

**Students will:**
- Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.
- Identify the effects of inappropriate usage of cell phones in the workplace.
- Adapt cell phone behavior and functions for professional uses.
- Recognize and apply appropriate texting style for communicating in the workplace.

**Social Studies Standards**

- HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)
  - a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
  - f. Develop income earning potential with intentional choices.

**Colorado Essential Skills**

- Communication
  - Establish goals for communication and plan out steps accordingly

**Information Literacy**

- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

### Workplace Communication

This session covers communication methods in the workplace. Activities focus on appropriate tone and topics for the workplace and communication strategies for collaborating effectively.

**Students will:**
- Identify and use an appropriate professional tone in workplace communication.
- Identify appropriate and inappropriate subjects for workplace discussion.
- Enable cooperative and productive group interactions.
- Communicate to solve problems collaboratively and respectfully.

**Social Studies Standards**

- HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)
  - a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
  - f. Develop income earning potential with intentional choices.

**Colorado Essential Skills**

- Communication
  - Establish goals for communication and plan out steps accordingly

**Information Literacy**

- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

### Workplace Writing

This session covers the basics of professional writing. Included are activities that allow students to practice writing concisely, clearly, and correctly, with appropriate workplace style.

**Students will:**
- Use proper spelling, grammar, and punctuation in the workplace.
- List best practices for effective business writing.
- Use clear language and appropriate style for written communication in the workplace.
- Identify important ideas and express them clearly and concisely in writing.

**Social Studies Standards**

- HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)
  - a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
  - f. Develop income earning potential with intentional choices.

**Colorado Essential Skills**

- Communication
  - Establish goals for communication and plan out steps accordingly

**Information Literacy**

- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors

9/12 9.4.d Produce clear and coherent writing
9/12 9.4.e Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
9/12 9.4.f Use technology to produce, publish, and update individual or shared writing products.
<table>
<thead>
<tr>
<th>Session Descriptions</th>
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</thead>
<tbody>
<tr>
<td><strong>Session One: Before the Hunt</strong></td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</td>
<td><strong>Self-Awareness</strong></td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td>Students are introduced to the <em>JA Job Shadow</em> 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.</td>
<td>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td><strong>Task/Time Management</strong></td>
<td>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>f. Develop income earning potential with intentional choices.</td>
<td><strong>Career Awareness</strong></td>
<td>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</td>
</tr>
<tr>
<td>• Recognize career clusters that match their skills and interests</td>
<td></td>
<td><strong>Self-Advocacy</strong></td>
<td>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td>• Demonstrate self-awareness of their soft skills in work scenarios</td>
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<td></td>
<td>9/12 9.4.a Demonstrate command of the conventions of Standard English.</td>
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<tr>
<td><strong>Session Two: Perfect Match</strong></td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</td>
<td><strong>Task/Time Management</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td>Demonstrate task-management attributes associated with producing high-quality products including the abilities to:</td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>f. Develop income earning potential with intentional choices.</td>
<td>• Work positively and ethically</td>
<td></td>
</tr>
<tr>
<td>• Review methods of identifying job openings</td>
<td></td>
<td>• Manage time and projects effectively</td>
<td></td>
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<tr>
<td>• Demonstrate professional interviewing skills</td>
<td></td>
<td>• Multi-task</td>
<td></td>
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<tr>
<td>• Express expectations for the upcoming site visit</td>
<td></td>
<td>Clearly communicating with others</td>
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<tr>
<td><strong>Session Three: Get Hired–Collaboration and Creativity</strong></td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</td>
<td><strong>Career Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td>Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>f. Develop income earning potential with intentional choices.</td>
<td><strong>Use Information and Communications Technologies</strong></td>
<td></td>
</tr>
<tr>
<td>• Evaluate personal priorities based on their site visit experience</td>
<td></td>
<td>• Create information through the use of technologies</td>
<td></td>
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<tr>
<td>• Showcase identified skills</td>
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<tr>
<td>• Apply program knowledge to at least one of four career preparation tools: career assessment, elevator pitch, resume, or infographic profile</td>
<td></td>
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</tr>
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</tr>
<tr>
<td><strong>Session One: Finding Your Future</strong></td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</td>
<td><strong>Self-Awareness</strong></td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td>In this session, students are introduced to the Design for Delight innovation model and how to use it for career planning. They examine career options and pathways in relation to their skills and interests, to allow them to choose potential occupations to explore.</td>
<td>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td>• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’</td>
<td>9/12 1.1.b Integrate multiple sources of information.</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>f. Develop income earning potential with intentional choices.</td>
<td><strong>Initiative/Self-Direction</strong></td>
<td>9/12 4.2 a i. Cite evidence to support analysis of specific text.</td>
</tr>
<tr>
<td>• Identify the three Design for Delight innovation principles</td>
<td></td>
<td>• Apply knowledge to set goals, make informed decisions and transfer to new contexts.</td>
<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
</tr>
<tr>
<td>• Correlate the Design for Delight innovation principles to the development of a personal career plan</td>
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<td></td>
<td>9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</td>
</tr>
<tr>
<td>• Explain career clusters and their relationship to career pathways, industries, and careers</td>
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<td></td>
<td>9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td><strong>Session Two: Career Exploration &amp; Informational Interviews</strong></td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)</td>
<td><strong>Communication</strong></td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
</tr>
<tr>
<td>In this session, students work with a partner to explore their top three career choices and explain how they made their selections. They learn what an informational interview is and how to conduct one with a professional contact to learn more about a career of interest, and they prepare for a site visit.</td>
<td>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td>• Establish goals for communication and plan out steps accordingly</td>
<td>9/12 1.1.b Integrate multiple sources of information.</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td>f. Develop income earning potential with intentional choices.</td>
<td><strong>Career Awareness</strong></td>
<td>9/12 1.1.c Evaluate a speaker’s point of view.</td>
</tr>
<tr>
<td>• Analyze which career options most closely relate to their interests, strengths, and skills</td>
<td></td>
<td>• Pursue a path of inquiry initiated by personal connections to careers and other life pursuits</td>
<td>9/12 2.2. c. Adapt speech to a variety of contexts and tasks.</td>
</tr>
<tr>
<td>• Describe informational interviews and their relevancy to personal career exploration</td>
<td></td>
<td><strong>Self-Advocacy</strong></td>
<td>9/12 4.2 a i. Cite evidence to support analysis of specific text.</td>
</tr>
<tr>
<td>• Develop questions for informational interviews to identify preferable careers</td>
<td></td>
<td>• demonstrate confidence in sharing ideas/feelings</td>
<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
</tr>
<tr>
<td>• Practice positive interview techniques and etiquette</td>
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<tr>
<td>• Research local individuals working in preferable careers (optional)</td>
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<tr>
<td>• Craft a personal elevator pitch (optional)</td>
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</tbody>
</table>
### Session Three: Job Site Visit

In this session students attend a workplace site visit. They see presentations about the company, conduct informational interviews, and participate in a series of challenges. A detailed itinerary is in the JA Job Shadow Site Coordinator Guide.

**Students will:**
- Observe and analyze a company’s presentations to discern business mission, values, and functions
- Make ethical decisions related to a business scenario
- Conduct informational interviews
- Relate what was learned from a workplace visit to a personal career path

**Social Studies Standards**

HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)
- a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
- f. Develop income earning potential with intentional choices.

**Colorado Essential Skills**

- **Initiative/Self-Direction**
  - apply knowledge to set goals, make informed decisions and transfer to new contexts
- **Self-Advocacy**
  - demonstrate confidence in sharing ideas/feelings
- **Adaptability/ Flexibility**
  - look for and value in different perspectives expressed by others

**Students will:**
- Evaluate personal career plan
- Create a resume
- Research local individuals working in preferable careers (optional)
- Create an online job search profile
- Write thank you notes

**Task/Time Management**

Demonstrate task-management attributes associated with producing high-quality products including the abilities to:
- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Clearly communicating with others

### Session Four: Site Visit Reflection

In this session students reflect on their site visit and write a thank you note to their hosts and any informational interview subjects. They create a resume and an online professional profile.

**Students will:**
- Evaluate personal career plan
- Create a resume
- Research local individuals working in preferable careers (optional)
- Create an online job search profile
- Write thank you notes

**Social Studies Standards**

HS 3, 5. Determine factors that impact an individual’s earning capability (PFL)
- a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.
- f. Develop income earning potential with intentional choices.

**Colorado Essential Skills**

- **Task/Time Management**
  - Initiate and participate effectively in a range of collaborative discussions.
  - Integrate multiple sources of information.
  - Cite evidence to support analysis of specific text.
  - Determine the meaning of words and phrases.
  - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Students will:**
- Evaluate personal career plan
- Create a resume
- Research local individuals working in preferable careers (optional)
- Create an online job search profile
- Write thank you notes

**Task/Time Management**

Demonstrate task-management attributes associated with producing high-quality products including the abilities to:
- Work positively and ethically
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**Social Studies Standards**

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**Colorado Essential Skills**

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  - Initiate and participate effectively in a range of collaborative discussions.
  - Integrate multiple sources of information.
  - Cite evidence to support analysis of specific text.
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**Students will:**
- Evaluate personal career plan
- Create a resume
- Research local individuals working in preferable careers (optional)
- Create an online job search profile
- Write thank you notes

**Task/Time Management**

Demonstrate task-management attributes associated with producing high-quality products including the abilities to:
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**Colorado Essential Skills**

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**Students will:**
- Evaluate personal career plan
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- Write thank you notes

**Task/Time Management**

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**Colorado Essential Skills**

- **Task/Time Management**
  - Initiate and participate effectively in a range of collaborative discussions.
  - Integrate multiple sources of information.
  - Cite evidence to support analysis of specific text.
  - Determine the meaning of words and phrases.
  - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**Students will:**
- Evaluate personal career plan
- Create a resume
- Research local individuals working in preferable careers (optional)
- Create an online job search profile
- Write thank you notes

**Task/Time Management**

Demonstrate task-management attributes associated with producing high-quality products including the abilities to:
- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Clearly communicating with others
### Session Descriptions

#### Session Five: Interviewing for a Job

In this session students learn how to behave professionally and answer questions on job interviews, and they practice interviewing for a job. They explore how to secure a job shadow placement.

**Students will:**
- Identify common interview mistakes
- Investigate common job interview formats
- Practice job interviews from both the employer’s and applicant’s perspectives
- Prepare for job interview
- Plan and obtain job shadow commitment

**Social Studies Standards**

<table>
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**Colorado Essential Skills**

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<th>Career Awareness</th>
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<tr>
<td>• Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</td>
</tr>
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</table>

**Self-Advocacy**

- Demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them

**Colorado Reading, Writing, and Communicating**

9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
9/12 1.1.b Integrate multiple sources of information.
9/12 2.2. a. Present information, findings, and supporting evidence.
9/12 4.2 a. i. Cite evidence to support analysis of specific text.
9/12 2.2.b Determine the meaning of words and phrases.
9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

---

#### Session Six: Job Shadow Prep

In this session students prepare for their job shadow experience by developing questions to ask of their job shadow subjects, learning about appropriate workplace behavior, and researching the companies where they will spend time.

**Students will:**
- Research the job shadow subject’s company, employees, and industry
- Develop questions for the job shadow experience
- Distinguish between appropriate and inappropriate workplace behavior
- Assess personal preparedness for the job shadow experience

**Social Studies Standards**

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**Colorado Essential Skills**

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<th>Personal Responsibility</th>
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<tr>
<td>• Develop, plan and organize self-behavior</td>
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**Career Awareness**

- Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas

**Personal Responsibility**

- Develop, plan and organize self-behavior

**Colorado Reading, Writing, and Communicating**

9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
9/12 1.1.b Integrate multiple sources of information.
9/12 4.2 a. i. Cite evidence to support analysis of specific text.
9/12 2.2.b Determine the meaning of words and phrases.
9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
9/12 10.1.a Conduct short as well as more sustained research.
### Session Seven: Job Shadow Experience

In this session students visit a workplace and participate in an independent job shadow experience with the host(s) they identified.

**Students will:**
- Complete a job shadow experience
- Observe and analyze a workplace to evaluate relevancy to personal career plan
- Adapt behavior to a work environment
- Develop professional networking contacts

<table>
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<td>Personal Responsibility</td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
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<td>f. Develop income earning potential with intentional choices.</td>
<td>Use Information and Communications Technologies</td>
<td>9/12 4.2 a i. Cite evidence to support analysis of specific text.</td>
</tr>
</tbody>
</table>

### Session Eight: Job Shadow Reflection & Career Planning

In this session students reflect on their job shadow experience and write up their notes. They analyze the relevance of the company and jobs they observed to their own career path plans and consider next steps.

**Students will:**
- Analyze job shadow experience.
- Re-evaluate personal career plan.
- Demonstrate appropriate workplace etiquette.

<table>
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<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
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<td>a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
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<td>9/12 1.1.b Integrate multiple sources of information.</td>
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<tr>
<th>Session One: Earning, Employment, and Income</th>
<th>Social Studies Standards</th>
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<tbody>
<tr>
<td>Students learn that healthy personal finances require planning and managing. They begin to analyze the financial implications of their educational and career choices as a basis for understanding the relationship between earnings and personal finance. Students also explore how their decisions can affect other people with whom they have relationships and practice using healthy behaviors to discuss shared financial decisions. Students will:</td>
<td>HS 3, 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</td>
<td>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <strong>Self-Awareness</strong> • assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’ <strong>Communication</strong> • Establish goals for communication and plan out steps accordingly.</td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 1.1.c Evaluate a speaker’s point of view. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4.d Produce clear and coherent writing.</td>
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<td><strong>Students will:</strong></td>
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<tr>
<td>• Explain how values, priorities, and educational goals can affect career decisions.</td>
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<tr>
<td>• Identify employment options that align with your priorities and values.</td>
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<tr>
<td>• Recognize how your financial decisions can affect others.</td>
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<tr>
<td>• Use healthy relationship behaviors to discuss shared financial decisions.</td>
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<tr>
<th>Session Two: Budgeting</th>
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</thead>
<tbody>
<tr>
<td>Students investigate the importance of budgeting and how to plan for staying within a budget. They review characteristics of a healthy relationship and explore how shared budgeting creates opportunities to talk about equality, independence, and respect. Students will:</td>
<td>HS.3.7 Apply consumer skills to spending, saving, and borrowing decisions. a. Analyze how inflation and cost of living impact consumer purchasing and saving power. f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals.</td>
<td>• Take responsibility for spending decisions and borrowing decisions. <strong>Initiative/Self-Direction</strong> • Apply knowledge to set goals, make informed decisions and transfer to new contexts</td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 1.1.c Evaluate a speaker’s point of view. 9/12 4.2.a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4.a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
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<td><strong>Students will:</strong></td>
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<tr>
<td>• Recognize the importance of making and keeping a budget or spending plan.</td>
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<td>• Identify categories of expenses on a budget.</td>
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<td>• Explain how to use a budget to clarify shared financial decisions with another person.</td>
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<tr>
<td>• Prioritize expense categories on a budget.</td>
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<tr>
<td>Session Descriptions</td>
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<tr>
<td><strong>Session Three: Savings</strong>&lt;br&gt;Students analyze the role that saving plays in their personal finances. They explore how having a healthy savings plan is necessary in all phases of life but is especially critical for big-ticket items and emergencies. Students learn how to apply communication strategies when discussing financial issues. <strong>Students will:</strong>&lt;br&gt;• Recognize reasons for saving.&lt;br&gt;• Explain how saving can help you earn interest instead of paying interest.&lt;br&gt;• Use strategies to achieve a saving goal.&lt;br&gt;• Recognize unhealthy relationship behaviors related to saving.&lt;br&gt;<strong>HS.3.7 Apply consumer skills to spending, saving, and borrowing decisions</strong>&lt;br&gt;f. Design a spending plan/budget that covers financial obligations and integrates saving for future goals.&lt;br&gt;<strong>Inquiry/Analysis</strong>&lt;br&gt;• Test hypotheses/prototype with planned process for getting feedback&lt;br&gt;<strong>Communication</strong>&lt;br&gt;• Establish goals for communication and plan out steps accordingly&lt;br&gt;9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12 1.1.c Evaluate a speaker’s point of view.&lt;br&gt;9/12 4.2 a.ii Use key ideals and details to determine central ideas in a text.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
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<td><strong>Session Four: Credit and Debt</strong>&lt;br&gt;Students analyze the importance of credit and the outcomes of wise and poor use of credit. They examine the potential consequences of sharing credit or cosigning for loans. <strong>Students will:</strong>&lt;br&gt;• Differentiate between credit and debt.&lt;br&gt;• Recognize the factors that affect an individual’s credit score and credit history.&lt;br&gt;• Recognize the consequences of a low credit score.&lt;br&gt;• Recognize the impact of sharing credit cards or cosigning for loans.&lt;br&gt;<strong>HS.3.7.c. Analyze consumer and financial information for relevance, credibility, and accuracy.</strong>&lt;br&gt;d. Investigate consumer responsibilities, rights, and protections when entering into contracts and engaging in commerce. For example: discrimination laws, credit reporting laws, loan contracts, and online purchases.&lt;br&gt;e. Explain how an individual’s credit history can affect borrowing power.&lt;br&gt;<strong>Character</strong>&lt;br&gt;• Apply ethical perspectives/concepts to an ethical question/situation/scenario&lt;br&gt;9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12 1.1.c Evaluate a speaker’s point of view.&lt;br&gt;9/12 4.2 a.ii Use key ideals and details to determine central ideas in a text.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</td>
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# Session Descriptions

## Session Five: Consumer Protection

Students explore consumer protection basics, including how to avoid scams, manage their money, use credit and loans carefully, and protect their personal information. They learn some of the risks associated with sharing finances with others.

**Students will:**
- List ways to protect online information.
- Recognize how a credit report can help identify suspicious activity related to your finances.
- Recognize risks involved with sharing finances.

**Social Studies Standards**

- HS.3.8 8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.
  - e. Outline steps to monitor and safeguard personal financial data and resolve identity theft or fraud issues.

**Colorado Essential Skills**

- Take responsibility for spending decisions and borrowing decisions.

**Communication**

- Establish goals for communication and plan out steps accordingly.

**Colorado Reading, Writing, and Communicating**

- 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
- 9/12 1.1.b Integrate multiple sources of information.
- 9/12 1.1.c Evaluate a speaker’s point of view.
- 9/12 2.2.b Determine the meaning of words and phrases.
- 9/12 9.4.d Produce clear and coherent writing.
- 9/12 9.4.f Use technology to produce, publish, and update individual or shared writing products.

## Session Six: Smart Shopping

Students learn about comparison shopping and participate in a simulated shopping experience. They explore communicating with other people about consumer behaviors and shared shopping. A volunteer or the teacher can introduce and wrap up the session.

**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.

**Social Studies Standards**

- HS.3.8. c. Analyze consumer and financial information for relevance, credibility, and accuracy
  - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the sources.

**Critical Thinking/Problem Solving**

- Take responsibility for spending decisions and borrowing decisions.

- Make connections between information gathered and personal experiences to apply and/or test solutions

**Colorado Reading, Writing, and Communicating**

- 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
- 9/12 1.1.b Integrate multiple sources of information.
- 9/12 1.1.c Evaluate a speaker’s point of view.
- 9/12 2.2.b Determine the meaning of words and phrases.
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<td><strong>Session Seven: Risk Management</strong>&lt;br&gt;Students practice applying appropriate risk management strategies in scenarios and learn how to discuss risk management and manage the risks associated with shared financial choices.&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• Recognize the risk of financial loss as an everyday reality for everyone.&lt;br&gt;• Recognize risk management strategies and apply them appropriately.&lt;br&gt;• Understand the role of personal responsibility in preventing financial loss.&lt;br&gt;HS.3.8. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud&lt;br&gt;a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.&lt;br&gt;b. Explain the purpose of insurance and how insurance works. For example property insurance, health insurance, and disability insurance.&lt;br&gt;• Interpret information and draw conclusions based on the best analysis.&lt;br&gt; (Entrepreneurial Skills: Critical Thinking/Problem Solving)&lt;br&gt;• Develop, plan, and organize self-behavior.&lt;br&gt; (Personal Skills: Personal Responsibility)&lt;br&gt;<strong>Communication</strong>&lt;br&gt;Establish goals for communication and plan out steps accordingly&lt;br&gt;9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12.1.1 c Evaluate a speaker’s point of view.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.</td>
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<td><strong>Session Eight: Investing</strong>&lt;br&gt;Students explore the difference between saving and investing, the advantages and potential returns of investing, and common types of investment products. Students also learn about various types of investment risks and self-assess their personal investment risk tolerance and communication with others about shared investments.&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• Evaluate investments with different levels of risk and reward.&lt;br&gt;• Describe the role that compound interest plays in wealth over time.&lt;br&gt;• Recognize that investment options carry different levels of risk and reward.&lt;br&gt;• Analyze the risk tolerances for different investment strategies. Recognize the importance of practicing healthy relationship behaviors in shared investment decisions.&lt;br&gt;HS.3.6 Apply economic reasoning skills to make informed personal financial decisions.&lt;br&gt;a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.&lt;br&gt;b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of the sources.&lt;br&gt;<strong>Self-Awareness</strong>&lt;br&gt;• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’&lt;br&gt;<strong>Inquiry/Analysis</strong>&lt;br&gt;• Test hypotheses/prototype with planned process for getting feedback&lt;br&gt;<strong>Communication</strong>&lt;br&gt;• Establish goals for communication and plan out steps accordingly&lt;br&gt;9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12.1.1 c Evaluate a speaker’s point of view.&lt;br&gt;9/12 4.2 a.ii Use key ideals and details to determine central ideas in a text.&lt;br&gt;9/12 2.2.b iii. Determine an author’s point of view.</td>
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| **Session Nine: Credit Cards**  
(Optional: Self-Guided)  
These 10-minute, student self-guided activities introduce credit cards as a form of short-term financing that can be used to pay a bill or make a purchase. Other topics covered include credit card types, credit card terms and credit card rights.  
**Students will:**  
- Define the term “credit card.”  
- Understand the difference between a credit card and a debit card.  
- Discuss the reasons to use—and not to use—a credit card.  
- Describe how using a credit card can impact your credit rating for better or worse.  
- Discuss some of the pros and cons of sharing a credit card. | HS.3.7.c. Analyze consumer and financial information for relevance, credibility, and accuracy.  
d. Investigate consumer responsibilities, rights, and protections when entering into contracts and engaging in commerce. For example: discrimination laws, credit reporting laws, loan contracts, and online purchases.  
e. Explain how an individual’s credit history can affect borrowing power. | • Take responsibility for spending decisions and borrowing decisions.  
**Character**  
- Apply ethical perspectives/concepts to an ethical question/situation/scenario | 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.  
9/12 4.2 a i. Cite evidence to support analysis of specific text.  
9/12 2.2.b iii. Determine an author’s point of view. |
| **Session Ten: Debt Management**  
(Optional: Self-Guided)  
These 10-minute, student self-guided activities include lessons on bankruptcy, loans, managing debt, defaulting on loans, and consumer credit counselling.  
**Students will:**  
- Recognize the process, purpose, and outcomes of declaring bankruptcy.  
- Identify the different types of bankruptcy.  
- Evaluate the pros and cons of declaring bankruptcy in different situations.  
- Analyze the impact of bankruptcy when debt is shared. | HS.6.7 a. Analyze how inflation and cost of living impact consumer purchasing and saving power.  
b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs and tradeoffs. For example: comparing student loan options, auto loan options, and payday lending options | • Take responsibility for spending decisions and borrowing decisions.  
**Initiative/Self-Direction**  
- Apply knowledge to set goals, make informed decisions and transfer to new contexts | 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.  
9/12 4.2 a i. Cite evidence to support analysis of specific text.  
9/12 2.2.b iii. Determine an author’s point of view. |
**Session Descriptions**

**Session 11: Net Worth**  
(Optional: Self-Guided)

These 10-minute, student self-guided activities explain net worth and the process of determining net worth. Students will explore the different types of net worth, set financial goals, and learn about investing to build wealth.

**Students will:**
- Define net worth.
- Explore the process of determining net worth.
- Summarize the different types of net worth.
- Investigate the significance of shared net worth.
- Calculate their own net worth.

**Social Studies Standards**

6.5 c. Calculate a sustainable household income based on financial obligations for different lifestyle scenarios.

**Colorado Essential Skills**

2. Set personal goals and take responsibility for those goals through reflection upon prior outcomes.

**Colorado Reading, Writing, and Communicating**

9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.  
9/12 4.2 a.i. Cite evidence to support analysis of specific text.  
9/12 2.2.b iii. Determine an author’s point of view.
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• Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making  
Communication  
• Establish goals for communication and plan out steps accordingly | 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.  
9/12 1.1.b Integrate multiple sources of information.  
9/12.1.1.c Evaluate a speaker’s point of view.  
9/12.4.2.a.ii Use key ideals and details to determine central ideas in a text.  
9/12.4.2.a.i. Cite evidence to support analysis of specific text.  
9/12 2.2.b Determine the meaning of words and phrases. |
| Students are introduced to the foundational concepts of stocks and the stock market through the analysis of an authentic, real-time stock market report. Then, they practice selecting stocks from a fictitious market to develop a portfolio. | Students will:  
• Distinguish between private and public companies.  
• Explain how and why people invest in corporations when they purchase stocks.  
• Identify why companies issue stock.  
• Explain how stocks can increase and decrease in value.  
• Identify the steps in the process for buying and selling stocks on the stock market. |  
d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle. | Collaboration/Teamwork  
• Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making  
Communication  
• Establish goals for communication and plan out steps accordingly | 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.  
9/12 1.1.b Integrate multiple sources of information.  
9/12.1.1.c Evaluate a speaker’s point of view.  
9/12.4.2.a.ii Use key ideals and details to determine central ideas in a text.  
9/12.4.2.a.i. Cite evidence to support analysis of specific text.  
9/12 2.2.b Determine the meaning of words and phrases. |
| Students explore how stocks are traded, how stock prices are affected by current events, and how investors make investment decisions and diversify their portfolios. Students are introduced to stock indexes/averages and stock tables, and they practice buying, selling, or holding stocks from their fictitious stock portfolio. | Students will:  
• Discuss the impact that economic events have on stock prices and supply and demand.  
• Analyze the data in a stock table.  
• Practice following the process for buying and selling stocks on the stock market. |  

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| **Session Three: Exploring Dividends** | HS.3.6. 6. Establish personal investment objectives (PFL). a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages. b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring. c. Determine how financial investments impact income tax obligations. | Critical Thinking/Problem Solving  
- Make connections between information gathered and personal experiences to apply and/or test solutions | 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.i Use key ideas and details to determine central ideas in a text. 9/12.4.2 a.i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. |
| Students will: |  |  |  |
| • Analyze how current events are affecting stock prices. |  |  |  |
| • Demonstrate an understanding of how cash dividends are earned and calculated. |  |  |  |
| • Evaluate the success of a fictitious stock portfolio in relation to market events. |  |  |  |
| **Session Four: Best-in-Class Competition** | HS.3.6. 6. Establish personal investment objectives (PFL). a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages. b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring. | Critical Thinking/Problem Solving  
- Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)  
- Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management) | 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12.1.1 c Evaluate a speaker’s point of view. 9/12.4.2 a.i Use key ideas and details to determine central ideas in a text. 9/12.4.2 a.i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases. |
| Students will: |  |  |  |
| • Implement knowledge of how to buy and sell stocks. |  |  |  |
| • Apply knowledge of how current events can impact stock prices. |  |  |  |
| • Evaluate the possible trade-off for each stock decision, prior to committing to the decision. |  |  |  |
| • Communicate and collaborate effectively within a team to successfully implement game strategies |  |  |  |
## Session Descriptions | Social Studies Standards | Colorado Essential Skills | Colorado Reading, Writing, and Communicating
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### Session Five: Planning for the Future
Students reflect on the experience of participating in the in-class competition and/or the JA Stock Market Challenge event and connect the simulations to the real world. They conclude the program by developing their own.

**Students will:**
- Compare and contrast real vs. simulated stock markets
- Identify various asset classes and assess the risks of each
- Develop a personal financial plan
- Reflect on your learning and growth throughout the program

**HS.3.6. 6. Establish personal investment objectives (PFL).**
- a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.
- b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.

**Use Information and Communications Technologies**
- **Use Information and Communications Technologies**
  - Evaluate information through the use of technologies

**9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.**

**9/12 1.1.b Integrate multiple sources of information.**

**9/12 2.2. a. Present information, findings, and supporting evidence.**

**9/12 2.2.b Determine the meaning of words and phrases.**

**9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**Analyze Initial Public Offerings (IPOs)**
Students learn some of the factors that investors consider when selecting an IPO for investment.

**Students will:**
- Identify the factors to consider when deciding whether to invest in an IPO

**HS.3.6. 6. Establish personal investment objectives (PFL).**
- a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.

**9/12 9/12 2.2.b Determine the meaning of words and phrases.**

**9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.**

**9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.**
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| **Comparing Investment Channels**  
Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method.  
**Students will:**  
• Compare the advantages and disadvantages of buying and selling investments through various channels. | HS.3.6. 6. Establish personal investment objectives (PFL).  
a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages. | Use Information and Communications Technologies  
• Evaluate information through the use of technologies | 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.  
9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
9/12 9.4.f Use technology to produce, publish, and update individual or shared writing products. |
| **Data Gathering**  
Students learn where investors can find detailed information about companies and how to evaluate each source of information.  
**Students will:**  
• Identify what resources investors use to make informed investment decisions.  
• Express why investors research companies before making investment decisions. | HS.3.6. 6. Establish personal investment objectives (PFL).  
a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages. | • Make predictions and design data/information collection and analysis strategies.  
(Entrepreneurial Skills: Inquiry/Analysis)  
• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management) | 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.  
9/12 9.4.d Produce clear and coherent writing.  
9/12 9.4.a Demonstrate command of the conventions of Standard English.  
9/12 9.4.f Use technology to produce, publish, and update individual or shared writing products. |
| **Diversification and Risk**  
Students learn that, even though individual investors may have different risk tolerances, smart investors always seek to minimize their risk by diversifying their portfolios.  
**Students will:**  
• Identify different levels of risk tolerance.  
• Express how and why investors use diversification to minimize risk. | HS.3.6. 6. Establish personal investment objectives (PFL).  
a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.  
b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring. | Communication  
• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts | 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.  
9/12 2.2.b Determine the meaning of words and phrases.  
9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.  
9/12 9.4.d Produce clear and coherent writing.  
9/12 9.4.a Demonstrate command of the conventions of Standard English.  
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<td><strong>Evaluating Your Financial Plan</strong></td>
<td>HS.3.6. 6. Establish personal investment objectives (PFL). a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages. b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</td>
<td>• Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis) • Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management) Self-Advocacy • demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them</td>
<td>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</td>
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<td><strong>Factors That Influence Stock Prices</strong></td>
<td>HS.3.6. 6. Establish personal investment objectives (PFL). d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.</td>
<td>Communication • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</td>
<td>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 2.2.b Determine the meaning of words and phrases.</td>
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| **Financial Watchdogs**<br>Students learn about several groups who oversee the financial sector, set and enforce the policies and laws regulating it, and protect investors.<br><br>**Students will:**<br>• Identify the protections provided to investors by market regulatory agencies that oversee financial markets, products, and professionals. | HS.3.6. 6. Establish personal investment objectives (PFL).<br>e. Explain the role of government related to investing regulation, and consumer protection. | **Information Literacy**<br>• Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors | 9/12 1.1.b Integrate multiple sources of information.<br>9/12 2.2. a. Present information, findings, and supporting evidence.<br>9/12 4.2 a.i. Cite evidence to support analysis of specific text.<br>9/12 2.2.b Determine the meaning of words and phrases.<br><br>**Investing for the Long Term**<br>Students learn why investing over the long-term offers the best path toward success in the market and why day trading can be fraught with risk.<br><br>**Students will:**<br>• Identify the value of and benefits associated with long-term investments.<br>• Express the risks associated with day trading and short-term investments. | HS.3.6. 6. Establish personal investment objectives (PFL).<br>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.<br>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring. | • Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)<br>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management) | 9/12 4.2 a.i.i Use key ideals and details to determine central ideas in a text.<br>9/12 2.2.b Determine the meaning of words and phrases.<br>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.<br>9/12 9.4.d Produce clear and coherent writing.<br>9/12 9.4 a. Demonstrate command of the conventions of Standard English.<br>9/12 9.4 e. Use technology to produce, publish, and update individual or shared writing products.<br><br>**My Stock Portfolio**<br>This student self-guided activity enables students to practice what they have learned about investing as they research, select, and track real stocks on the stock market using an initial imaginary investment of $10,000. This activity has no time limit, and students may track and adjust their portfolios for as long as they’d like. You might want to set time parameters on this project, such as a month, six weeks, or some other period of time that makes sense for students to be able to track their portfolios.<br><br>**Students will:**<br>• Apply research-based investment decisions.<br>• Practice following the process for buying and selling stocks. | HS.3.6. 6. Establish personal investment objectives (PFL).<br>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.<br>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring. | • Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis)<br>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management) | 9/12 4.2 a.i.i Use key ideals and details to determine central ideas in a text.<br>9/12 2.2.b Determine the meaning of words and phrases.<br>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.<br>9/12 9.4.d Produce clear and coherent writing.<br>9/12 9.4 a. Demonstrate command of the conventions of Standard English.<br>9/12 9.4 e. Use technology to produce, publish, and update individual or shared writing products.
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<td><strong>Preparing for the JA Stock Market Challenge</strong> Students learn about the JA Stock Market Challenge and review the big ideas about stocks and the stock market.  <strong>Students will:</strong>  • Review the big ideas about investing, specifically stocks and stock trading. Prepare for the JA Stock Market Challenge.</td>
<td>HS.3.6. 6. Establish personal investment objectives (PFL). a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages. b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</td>
<td>• Make predictions and design data/information collection and analysis strategies. (Entrepreneurial Skills: Inquiry/Analysis) Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</td>
<td>9/12 1.1.b Integrate multiple sources of information. 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 4.2 a i. Cite evidence to support analysis of specific text. 9/12 2.2.b Determine the meaning of words and phrases.</td>
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<td><strong>Private vs. Public Companies</strong></td>
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<td>• Make predictions and design data/information collection and analysis strategies.</td>
<td>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</td>
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<td>Students learn the basics of company ownership models using a pizza business scenario. They explore the advantages and disadvantages for a company of remaining private or becoming publicly owned.</td>
<td>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</td>
<td>(Entrepreneurial Skills: Inquiry/Analysis)</td>
<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
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<td><strong>Students will:</strong></td>
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<td>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</td>
<td>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</td>
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<td>• Review the big ideas about investing, specifically stocks and stock trading.</td>
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<td>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</td>
<td>9/12 9.4.d Produce clear and coherent writing.</td>
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<td>• Prepare for the JA Stock Market Challenge.</td>
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<td>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</td>
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<td>9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.</td>
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<td><strong>Setting Stock Prices &amp; Trading Stock</strong></td>
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<td>Students learn why public companies sell stock, what happens during a company’s initial public offering, and how stocks are traded on a stock exchange.</td>
<td>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</td>
<td>• Evaluate information through the use of technologies</td>
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<td><strong>Students will:</strong></td>
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<td>• Identify how a stock’s price is set during a company’s initial public offering.</td>
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<td>• Identify the steps in the process for buying and selling stocks on a stock exchange.</td>
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<tr>
<td><strong>Smart Investing</strong></td>
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<td>• Make predictions and design data/information collection and analysis strategies.</td>
<td>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.</td>
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<tr>
<td>Students learn the basics of stock market investing, read and respond to scenarios about investing, and are introduced to three investing strategies.</td>
<td>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</td>
<td>(Entrepreneurial Skills: Inquiry/Analysis)</td>
<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
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<td><strong>Students will:</strong></td>
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<td>b. Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.</td>
<td>9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.</td>
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<td>• Recognize basic principles of investing in stocks.</td>
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<td>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management)</td>
<td>9/12 9.4.d Produce clear and coherent writing.</td>
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<td>• List strategies for smart investing.</td>
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<td>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</td>
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| **Taxes and the Stock Market**  
Students learn about short- and long-term capital gains and the ways in which they are taxed differently, depending upon income.  
**Students will:**  
• Examine how short- and long-term capital gains are taxed. | HS.3.6. 6. Establish personal investment objectives (PFL).  
c. Determine how financial investments impact income tax obligations. | • Make predictions and design data/information collection and analysis strategies.  
(Entrepreneurial Skills: Inquiry/Analysis)  
• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (Professional Skills: Task/Time Management) | 9/12 1.1.b Integrate multiple sources of information.  
9/12 2.2. a. Present information, findings, and supporting evidence.  
9/12 4.2 a ii Use key ideals and details to determine central ideas in a text.  
9/12 4.2 a i. Cite evidence to support analysis of specific text.  
9/12 2.2.b Determine the meaning of words and phrases. |
| **The Animals of the Stock Market**  
Students learn terms and jargon commonly used by investors when talking about investing and the stock market.  
**Students will:**  
• Express terms that describe people, events, and situations linked to investing | HS.3.6. 6. Establish personal investment objectives (PFL). | **Collaboration/ Teamwork**  
• follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making  
**Communication**  
• Establish goals for communication and plan out steps accordingly | 9/12 1.1.b Integrate multiple sources of information.  
9/12 2.2. a. Present information, findings, and supporting evidence.  
9/12 4.2 a ii Use key ideals and details to determine central ideas in a text.  
9/12 4.2 a i. Cite evidence to support analysis of specific text.  
9/12 2.2.b Determine the meaning of words and phrases. |
### Session One: How Much? How Many?

Students explore how price and production can affect business performance.

**Students will:**
- Explain how product price makes an impact on profits
- Describe how production can affect price, sales, and profit

**Social Studies Standards**
- HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.

**Colorado Essential Skills**
- **Initiative/Self-Direction**
  - Apply knowledge to set goals, make informed decisions and transfer to new contexts

**Collaboration/Teamwork**
- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making

**Colorado Reading, Writing, and Communicating**
- 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
- 9/12 1.1.b Integrate multiple sources of information.
- 9/12 2.2. a. Present information, findings, and supporting evidence.
- 9/12 1.1.c Evaluate a speaker’s point of view.
- 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text.
- 9/12 2.2.b Determine the meaning of words and phrases.
- 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.

**Statistics and Probability**
- CC.2.4. HS.B.
- CC.2.4. HS.B.3
- CC.2.4. HS.B.5

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### Session Two: How Much? How Many? – The Simulation

Students make decisions about price and production levels using the JA Titan computer simulation.

**Students will:**
- Make informed business price and production decisions

**Social Studies Standards**
- HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.

**Colorado Essential Skills**
- **Initiative/Self-Direction**
  - Apply knowledge to set goals, make informed decisions and transfer to new contexts

**Colorado Reading, Writing, and Communicating**
- 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
- 9/12 1.1.b Integrate multiple sources of information.
- 9/12 2.2. a. Present information, findings, and supporting evidence.
- 9/12 1.1.c Evaluate a speaker’s point of view.
- 9/12 2.2. a. Present information, findings, and supporting evidence. 9/12 4.2 a i. Cite evidence to support analysis of specific text.
- 9/12 2.2.b Determine the meaning of words and phrases.
- 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.

**Statistics and Probability**
- CC.2.4. HS.B.
- CC.2.4. HS.B.3
- CC.2.4. HS.B.5
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<tbody>
<tr>
<td><strong>Session Three: Cutting Edge</strong>&lt;br&gt;Students design a marketing plan.&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• Explore why a business conducts research and development&lt;br&gt;• Explain how businesses determine their target markets and conduct market research&lt;br&gt;• Explain how marketing affects sales&lt;br&gt;• Identify key marketing strategies</td>
<td>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.&lt;br&gt;b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</td>
<td><strong>Critical Thinking/Problem Solving</strong>&lt;br&gt;• Make connections between information gathered and personal experiences to apply and/or test solutions&lt;br&gt;<strong>Creativity/Innovation</strong>&lt;br&gt;• Engage in novel approaches, moves, directions, ideas and/or perspectives.</td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12.1.1 c Evaluate a speaker’s point of view.&lt;br&gt;9/12 2.2. a. Present information, findings, and supporting evidence.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;9/12 4.2 a i. Cite evidence to support analysis of specific text.&lt;br&gt;9/12 7.2 a Write informative/explanatory texts.&lt;br&gt;9/12 10.1.a Conduct short as well as more sustained research projects to answer a question.</td>
<td>NA</td>
</tr>
</tbody>
</table>

<p>| <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.&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• Make informed research and development and marketing decisions | HS 3.HS1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.&lt;br&gt;b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. | <strong>Critical Thinking/Problem Solving</strong>&lt;br&gt;• Interpret information and draw conclusions based upon information gathered to formulate a new problem&lt;br&gt;<strong>Inquiry/Analysis</strong>&lt;br&gt;• Test hypotheses/prototype with planned process for getting feedback | 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.&lt;br&gt;9/12 1.1.b Integrate multiple sources of information.&lt;br&gt;9/12.1.1 c Evaluate a speaker’s point of view.&lt;br&gt;9/12 2.2. a. Present information, findings, and supporting evidence.&lt;br&gt;9/12 2.2.b Determine the meaning of words and phrases.&lt;br&gt;9/12 4.2 a i. Cite evidence to support analysis of specific text.&lt;br&gt;9/12 7.2 a Write informative/explanatory texts.&lt;br&gt;9/12 10.1.a Conduct short as well as more sustained research projects to answer a question. | Statistics &amp; Probability&lt;br&gt;S-IC&lt;br&gt;S-IC.1&lt;br&gt;S-IC.6&lt;br&gt;Mathematical Practices&lt;br&gt;1-8 |</p>
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<tr>
<td><strong>Session Five: Make an Investment</strong></td>
<td></td>
<td>Informed Risk Taking</td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
<td>NA</td>
</tr>
<tr>
<td>Students solicit capital investment.</td>
<td></td>
<td>• innovate from failure, connect learning across domains and recognize new opportunities</td>
<td>9/12 1.1.b Integrate multiple sources of information.</td>
<td></td>
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<tr>
<td><strong>Students will:</strong></td>
<td></td>
<td>Character</td>
<td>9/12.1.1 c Evaluate a speaker’s point of view.</td>
<td></td>
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<tr>
<td>• Discuss reasons that businesses use different capital investment strategies</td>
<td></td>
<td>• apply ethical perspectives/ concepts to an ethical question/ situation/ scenario</td>
<td>9/12 2.2. a. Present information, findings, and supporting evidence.</td>
<td></td>
</tr>
<tr>
<td>• Make recommendations for capital investment based on set parameters</td>
<td></td>
<td></td>
<td>9/12 4.2 a. Cite evidence to support analysis of specific text.</td>
<td></td>
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<tr>
<td>• Define charitable giving and explain why businesses make decisions to share their resources</td>
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<td></td>
<td>HS.3. 6. Establish personal investment objectives (PFL).</td>
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<tr>
<td></td>
<td>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</td>
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<td></td>
<td>d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.</td>
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<tr>
<td><strong>Session Six: Make an Investment–The Simulation</strong></td>
<td></td>
<td><strong>Perseverance/ Resilience</strong></td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
<td></td>
</tr>
<tr>
<td>Students make decisions about capital investment, price, production, research and development, and charitable giving using the JA Titan computer simulation.</td>
<td></td>
<td>• Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course</td>
<td>9/12 1.1.b Integrate multiple sources of information.</td>
<td></td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td></td>
<td><strong>Informed Risk Taking</strong></td>
<td>9/12.1.1 c Evaluate a speaker’s point of view.</td>
<td></td>
</tr>
<tr>
<td>• Make business decisions by applying their knowledge to a business simulation</td>
<td></td>
<td>• Act on creative ideas to make a tangible and useful contribution</td>
<td>9/12 2.2. a. Present information, findings, and supporting evidence.</td>
<td></td>
</tr>
<tr>
<td>• 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></td>
<td></td>
<td>9/12 4.2 a. Cite evidence to support analysis of specific text.</td>
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<tr>
<td></td>
<td>HS.3. 6. Establish personal investment objectives (PFL).</td>
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<tr>
<td></td>
<td>a. Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.</td>
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<td>CC.2.4.HS.B.3</td>
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<td>CC.2.4.HS.B.5</td>
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</table>
| **Session Seven: JA Titan of Industry – The Competition** | | **Perseverance/ Resilience** | 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. | **Statistics and Probability**  
CC.2.4.HS.B.3  
CC.2.4.HS.B.5 |
| Students make decisions about capital investment, price, production, research and development, and charitable giving using the JA Titan computer simulation. | HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. | **Collaboration/ Teamwork** | 9/12 1.1.b Integrate multiple sources of information. | |
| Students will: | b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. | **Global/Cultural Awareness** | 9/12 1.1.c Evaluate a speaker’s point of view. | |
| • Demonstrate how business decisions affect business performance | d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle. | **Character** | 9/12 2.2. a. Present information, findings, and supporting evidence. | |
| • React appropriately to decisions made by other businesses | | **• Apply ethical perspectives/concepts to an ethical question/situation/scenario** | 9/12 4.2 a i. Cite evidence to support analysis of specific text. | |
## Tutorial: Getting Ready for Business*

Students are guided through an interactive tour of the JA Titan simulation. They learn about the program’s goals and key terms used in the simulation, and how to play JA Titan.

**Students will:**

- Recognize and correctly express the program’s key terms.
- Predict and identify various business trade-offs based on business decisions.
- Apply business decisions that indicate an understanding of the importance of profit to the success of a business.

**HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.**

### Initiative/Self-Direction

- Apply knowledge to set goals, make informed decisions and transfer to new contexts

### Colorado Essential Skills

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<tr>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</td>
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<td>9/12 2.2. a. Present information, findings, and supporting evidence.</td>
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<tr>
<td>9/12 4.2 a i. Cite evidence to support analysis of specific text.</td>
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<tr>
<td>9/12 4.2 iii. Analyze how a text makes connections among and distinctions between individuals,</td>
</tr>
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<td>9/12 2.2.b Determine the meaning of words and phrases.</td>
</tr>
<tr>
<td>9/12 9.4.d Produce clear and coherent writing.</td>
</tr>
<tr>
<td>9/12 10.1.b Gather relevant information from multiple sources.</td>
</tr>
</tbody>
</table>

### Common Core Math

| NA |

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*Junior Achievement USA*
## Competition Prep: Freestyle Exploration

Students jump straight into playing the JA Titan simulation. There is no teacher or volunteer led guidance or focus on a business concept. Instead, students learn solely by playing, using the Student Quick Start Guide and Student Activity Sheet.

**Students will:**
- Apply the profit equation: profit equals total revenue minus total costs.
- Apply the concept of pricing based on costs, productivity, and profit.
- Demonstrate an understanding that companies are constrained by limited resources.
- Evaluate the possible trade-offs for each business decision before committing to the decision.
- Use a budget as a strategy to monitor income, expenses, and other financial records.
- Identify potential customers and their preferred phone features to increase profitability.
- Identify a new phone feature to be developed to potentially increase profits.

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</thead>
</table>
| **Competition Prep:** Freestyle Exploration | HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. | Initiative/Self-Direction
- Apply knowledge to set goals, make informed decisions and transfer to new contexts
Critical Thinking/Problem Solving
- Make connections between information gathered and personal experiences to apply and/or test solutions | 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
9/12 1.1.b Integrate multiple sources of information.
9/12 2.2. a. Present information, findings, and supporting evidence.
9/12 4.2 a i. Cite evidence to support analysis of specific text.
9/12 4.2 iii. Analyze how a text makes connections among and distinctions between individuals.
9/12 2.2.b Determine the meaning of words and phrases.
9/12 9.4.d Produce clear and coherent writing.
9/12 10.1.b Gather relevant information from multiple sources. | Math HS 1, 2, 4, 5, 6, 7, 8 |
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<tbody>
<tr>
<td>Competition Prep: How to Play JA Titan</td>
<td>Students learn key terms and concepts for the simulation: budget, cash-on-hand, CEO, expenses, income statement, price, and production. Students will: • Express and use the program’s key terms. • Use a budget as a strategy to monitor income, expenses, and other financial records. • Demonstrate an understanding that businesses are constrained by limited resources. • Express the importance of profit to the success of a business. • Practice using the features and functionality of the simulation interface.</td>
<td>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. Initiative/Self-Direction • Apply knowledge to set goals, make informed decisions and transfer to new contexts</td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 4.2 iii. Analyze how a text makes connections among and distinctions between individuals, 9/12 2.2.b Determine the meaning of words and phrases. 9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources.</td>
<td>Common Core HS Math 1.2.4.5.6.7</td>
</tr>
<tr>
<td>Competition Prep: Exploring Production</td>
<td>Students focus on the interconnected aspects of profit, price, cost, and production. Students will: • Express the profit equation. • Describe how price is determined by cost plus markup. Express the importance of profit to the success of a business. • Practice using the features and functionality of the simulation interface.</td>
<td>HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources. Initiative/Self-Direction • Apply knowledge to set goals, make informed decisions and transfer to new contexts Critical Thinking/Problem Solving • Make connections between information gathered and personal experiences to apply and/or test solutions</td>
<td>9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 9.4.f Use technology to produce, publish, and update individual or shared writing products.</td>
<td>Statistics &amp; Probability CC.2.4.HS.B. CC.2.4.HS.B.3 CC.2.4.HS.B.5 Mathematical Practices 1-8</td>
</tr>
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</table>
| **Competition Prep: Examining R&D and Marketing** | **HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.**  
**b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.** | **Collaboration/Teamwork**  
- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making  
**Communication**  
- Establish goals for communication and plan out steps accordingly | **9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.**  
**9/12 2.2. a. Present information, findings, and supporting evidence.**  
**9/12 2.2. b. Make strategic use of digital media.**  
**9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.** | **Mathematical Practices**  
1-8 |
| **Students will:**                                | **• Describe why R&D and marketing expenses are investments.**  
**• Express how R&D and marketing decisions support the success of a company.**  
**• Practice using the features and functionality of the simulation interface.** |                                                                                                                   |                                                                                                                                                                   |                  |
| **Competition Prep: Considering Economic Factors**| **HS 3.1 d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.** | **Collaboration/Teamwork**  
- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making  
**Communication**  
- Establish goals for communication and plan out steps accordingly | **9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.**  
**9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**  
**9/12 2.2.b Determine the meaning of words and phrases.** | **Mathematical Practices**  
1-8 |
| **Students will:**                                | **• Express and use the program’s key terms.**  
**• Express the importance of profit to a business’s success.**  
**• Evaluate and select the optimal business-based choices using the resources available.**  
**• Recognize that shocks to demand or supply affect business management decisions.** |                                                                                                                   |                                                                                                                                                                   |                  |
## Session Descriptions

**Competition Prep: Presenting the JA Titan of Business Competition**

In this game-based session, students compete as businesses to see which will be crowned the JA Titan of Industry.

**Students will:**
- Express the importance of profit to the success of a business.
- Apply the profit equation: profit equals total revenue minus total costs.
- Demonstrate an understanding that companies are constrained by limited resources.
- Evaluate the possible trade-offs for each business decision before committing to the decision.
- Use a budget as a strategy to monitor income, expenses, and other financial records.
- Identify potential customers and their preferred phone features to increase profitability.
- Identify a new phone feature to be developed to potentially increase profits. Additionally, depending on the simulation settings selected, students may:
  - Apply debt financing for profitability.
  - Express the benefits to a business of making intentional, positive CSR decisions for the business, its employees, and the community.

## Instructional Standards

HS 3.1 Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.

b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.

d. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: the business cycle.

## Colorado Essential Skills

**Critical Thinking/Problem Solving**
- Make connections between information gathered and personal experiences to apply and/or test solutions

**Informed Risk Taking**
- Innovate from failure, connect learning across domains and recognize new opportunities

**Collaboration/Teamwork**
- Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making

**Communication**
- Establish goals for communication and plan out steps accordingly

**Use Information and Communications Technologies**
- Evaluate information through the use of technologies

## Colorado Reading, Writing, and Communicating

- 9/12.4.2 a.ii Use key ideals and details to determine central ideas in a text.
- 9/12 2.2. b Determine the meaning of words and phrases. 9/12 2.2. b. Make strategic use of digital media.
- 9/12 9.4 f. Use technology to produce, publish, and update individual or shared writing products.

## Common Core Math

- Mathematical Practices 1-8
### Deep Dive: Research & Development*

This session provides a deeper exploration and study of R&D concepts.

**Students will:**
- Express the importance of R&D to the continued profitability of a business.
- Identify a new feature to be developed for a smartphone that would potentially increase profits and practice working through the product design phase.

### Instructional Standards

#### Colorado Essential Skills

- **Creativity/Innovation**
  - Express the importance of R&D to the continued profitability of a business.
  - Identify a new feature to be developed for a smartphone that would potentially increase profits and practice working through the product design phase.

#### Colorado Reading, Writing, and Communicating

- **9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.**
- **SL 2,9/12 1.1.b Integrate multiple sources of information.**
- **SL 3 9/12.1.1 c Evaluate a speaker’s point of view.**
- **9/12 4.2 a.i Use key ideals and details to determine central ideas in a text.**
- **9/12 4.2/b vii. Analyze and evaluate the effectiveness of the structure.**
- **9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.**
- **9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources.**

#### Common Core Math

- **Mathematical Practices 1-8**
### Deep Dive: Marketing*

This session provides a deeper exploration and study of marketing concepts.

**Students will:**
- Express the importance of marketing as an investment in the continued profitability of a business.
- Apply the Four Ps of Marketing (product, place, price, and promotion) to a marketing plan to potentially increase a company’s profits.

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| **Deep Dive: Marketing** | HS.3.1 b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. | **Creativity/Innovation**
- Engage in novel approaches, moves, directions, ideas and/or perspectives
**Communication**
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts | 9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.
SL 2,9/12 1.1.b Integrate multiple sources of information.
9/12 2.2. a. Present information, findings, and supporting evidence.
SL 5.9/12 2.2. b. Make strategic use of digital media.
9/12 4.2 a.i. Use key ideals and details to determine central ideas in a text.
9/12 4.2 a.i. Cite evidence to support analysis of specific text.
9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure.
9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas.
9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources. | Mathematical Practices 1-8 |
<table>
<thead>
<tr>
<th>Session Descriptions</th>
<th>Instructional Standards</th>
<th>Colorado Essential Skills</th>
<th>Colorado Reading, Writing, and Communicating</th>
<th>Common Core Math</th>
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<tr>
<td><strong>Deep Dive: Corporate Social Responsibility</strong>*</td>
<td>HS.3.1 b. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</td>
<td>Character</td>
<td>9/12 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. SL 2. 9/12 1.1.b Integrate multiple sources of information. SL 3.9/12.1.1 c Evaluate a speaker’s point of view. 9/12/4.2 a.i Use key ideals and details to determine central ideas in a text. 9/12 4.2 a.i. Cite evidence to support analysis of specific text. 9/12/4.2/b vii. Analyze and evaluate the effectiveness of the structure. 9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas. 9/12 9.4.d Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9/12 10.1.b Gather relevant information from multiple authoritative print and digital sources.</td>
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<td><strong>Deep Dive: Daily Business Operations Speaker Session</strong>*</td>
<td>HS.3. 5. Determine factors that impact an individual’s earning capability (PFL).</td>
<td>Career Awareness</td>
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<td>• Apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information</td>
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