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

Updated July 2018
Colorado Social Studies
Colorado Personal Financial Literacy Expectations
Career Readiness Core Skills

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

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

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

High School Programs

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

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

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

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

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

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

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

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

JA Titan® introduces critical economics and management decisions through an interactive simulation.
### JA Be Entrepreneurial

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<th>Session Descriptions</th>
<th>Key Learning Objectives</th>
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<tr>
<td>Session One: Introduction to Entrepreneurship</td>
<td>Objectives:</td>
<td>Grades 9–10&lt;br&gt;RL9-10.2,4,8&lt;br&gt;W.9-10.2,4,7,8&lt;br&gt;SL.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>NA</td>
<td>HS.3.1.d</td>
<td>• Initiative and self-direction</td>
</tr>
<tr>
<td>Students are introduced to the elements of successful business start-ups, myths and facts about entrepreneurship, and early product development.</td>
<td>The students will be able to:&lt;br&gt;• Recognize the elements of a successful business startup&lt;br&gt;• Evaluate myths and facts about entrepreneurship&lt;br&gt;• Consider product-development options</td>
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<tr>
<td>Session Two: What’s My Business?</td>
<td>Objectives:</td>
<td>Grades 9–10&lt;br&gt;RL9-10.2,4,8&lt;br&gt;W.9-10.2,4,7,8&lt;br&gt;SL.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>Mathematical Practices&lt;br&gt;2.&lt;br&gt;3.&lt;br&gt;5.</td>
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<tr>
<td>Students continue to develop their product or service idea by analyzing various sources of successful entrepreneurial ventures, culminating in their selection of a product or service as the basis of their business plan.</td>
<td>The students will be able to:&lt;br&gt;• Recognize the importance of carefully selecting a product or service before starting a business&lt;br&gt;• Apply passions, talents, and skills to a market-needs assessment to determine the basis of a business plans</td>
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<tr>
<td>Session Three: Who’s My Customer?</td>
<td>Objectives:</td>
<td>Grades 9–10&lt;br&gt;RL9-10.2,4,8&lt;br&gt;W.9-10.2,4,7,8&lt;br&gt;SL.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>NA</td>
<td>HS.3.1.c</td>
<td>• Inquiry and analysis&lt;br&gt;• Risk taking</td>
</tr>
<tr>
<td>Students examine how market needs and demographics contribute to successful entrepreneurial ventures.</td>
<td>The students will be able to:&lt;br&gt;• Recognize the importance of analyzing markets&lt;br&gt;• Apply a needs assessment of the market available to a specific product</td>
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<tr>
<td>Session Four: What’s My Advantage?</td>
<td>Objectives:</td>
<td>Grades 9–10&lt;br&gt;RL9-10.2,4,8&lt;br&gt;W.9-10.2,4,7,8&lt;br&gt;SL.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>NA</td>
<td>HS.3.2.e</td>
<td>• Global and cultural awareness&lt;br&gt;• Ethics and integrity</td>
</tr>
<tr>
<td>Students learn the importance of intentionally selecting and applying competitive advantages to an entrepreneurial venture.</td>
<td>The students will be able to:&lt;br&gt;• Define competitive advantages and recognize them in other businesses&lt;br&gt;• Express the importance of selecting competitive advantages that offer an edge over the competition for a product and market</td>
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<tr>
<td><strong>Session Five: Competitive Advantages</strong>&lt;br&gt;Students apply competitive advantages to entrepreneurial ventures.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Evaluate competitive advantages&lt;br&gt;• Select competitive advantages that will drive a developing business venture</td>
<td>Grades 9–10&lt;br&gt;RL.9-10.2,4,8&lt;br&gt;W.9-10.2,4,7,8&lt;br&gt;SL.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>NA</td>
<td></td>
<td>• Personal responsibility and self-management&lt;br&gt;• Adaptability and flexibility</td>
</tr>
<tr>
<td><strong>Session Six: Ethics Are Good for Business</strong>&lt;br&gt;Students learn to anticipate ethical dilemmas and consider consequences in making ethical business decisions.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&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>Grades 9–10&lt;br&gt;RL.9-10.2,4,8&lt;br&gt;W.9-10.2,4,7,8&lt;br&gt;SL.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>Grades 11–12&lt;br&gt;RL.11-12.2,4&lt;br&gt;W.11-12.2,4,7,8&lt;br&gt;SL.11-12.1,2,3,4,6&lt;br&gt;L.11-12.1,2,3,4,6</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Session Seven: The Business Plan</strong>&lt;br&gt;Students apply the six elements of successful start-ups for their products and services.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Compile entrepreneurial elements into a sample business plan</td>
<td>Grades 9–10&lt;br&gt;RL.9-10.2,4,8&lt;br&gt;W.9-10.2,4,7,8&lt;br&gt;SL.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>Grades 11–12&lt;br&gt;RL.11-12.2,4&lt;br&gt;W.11-12.2,4,7,8&lt;br&gt;SL.11-12.1,2,3,4,6&lt;br&gt;L.11-12.1,2,3,4,6</td>
<td>Mathematical Practices 1-7</td>
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<td>Career Readiness Core Skills</td>
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</table>
| **Session One: Get Hired–Critical Thinking and Creativity** | **Objectives:**  
The students will be able to:  
- Use a problem-solving technique to solve personal and professional problems  
- Apply critical-thinking skills to work-based problems  
- Recognize that decisions made in the workplace have consequences | **Grades 9–10**  
RL.9-10.4  
SL.9-10.1  
L.9-10.1  
**Grades 11–12**  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 | NA | • Critical thinking and problem solving  
• Creativity and innovation |
| **Session Two: Get Hired–Communication and Conflict-Management Skills** | **Objectives:**  
The students will be able to:  
- Recognize common responses to conflict  
- Apply conflict-management skills to resolve work-based issues | **Grades 9–10**  
RL.9-10.4  
SL.9-10.1  
L.9-10.1  
**Grades 11–12**  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 | **HS.4.3.a** | • Collaboration and teamwork  
• Communication |
| **Session Three: Get Hired–Collaboration and Creativity** | **Objectives:**  
The students will be able to:  
- Demonstrate collaboration with team members to accomplish work-based challenges  
- Recognize the components of a high-performance team | **Grades 9–10**  
RL.9-10.4  
SL.9-10.1  
L.9-10.1  
**Grades 11–12**  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 | NA | • Critical thinking and problem solving  
• Creativity and innovation  
• Collaboration and teamwork  
• Communication |
| **Session Four: Get Hired–Strong Soft Skills** | **Objectives:**  
The students will be able to:  
- Identify soft skills that are in demand by employers  
- Demonstrate personal soft skills in a mock interview | **Grades 9–10**  
RL.9-10.4  
W.9-10.2  
SL.9-10.1  
L.9-10.1  
**Grades 11–12**  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 | **HS.4.3.a** | • Personal responsibility and self-management  
• Adaptability and flexibility  
• Personal awareness  
Learn independently |
## JA Career Success

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</table>
| **Session Five: Know Your Work Priorities** | **Objectives:** The students will be able to:  
• Recognize the importance of being focused, proactive, and adaptable when exploring careers  
• Rank work environment priorities as an anchor for making career planning decisions | Grades 9–10  
RL.9-10.4  
SL.9-10.1  
L.9-10.1  
Grades 11–12  
RL.11-12.4  
SL.11-12.1  
L.11-12.1 | NA | • Adaptability and flexibility  
• Personal awareness  
• Perseverance |
| **Session Six: Know Who’s Hiring** | **Objectives:** The students will be able to:  
• Analyze requirements needed for high-growth industries, such as those offering STEM-related jobs  
• Identify the education and training needed to be adaptable and competitive in the job market | Grades 9–10  
W.9-10.1  
L.9-10.1  
Grades 11–12  
L.11-12.1 | NA | • Time management  
• Career literacy  
• Grit and resilience  
• Work ethic; dependable and reliable  
• Self-advocacy |
| **Session Seven: Know Your Personal Brand** | **Objectives:** The students will be able to:  
• Explore how to hunt for a job and the tools needed  
• Determine choices they can make to create a positive personal brand as they build their careers | Grades 9–10  
RL.9-10.4,5  
W.9-10.2  
SL.9-10.1,2  
L.9-10.1  
Grades 11–12  
RL.11-12.4,5  
W.11-12.1,3,9  
SL.11-12.1,2  
L.11-12.1 | NA | • Core academic foundation  
• Initiative and self-direction  
• Personal awareness |
## JA Company Program – Blended Model

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<th>Session Details</th>
<th>Colorado Academic Standards</th>
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<tr>
<td><strong>Meeting One: Start a Business</strong></td>
<td>Social Studies</td>
<td>Grades 9-10</td>
<td>NA</td>
</tr>
<tr>
<td>Students examine their own entrepreneurial traits, how those traits fit within the Company structure, and explore potential ways to fund their venture.</td>
<td>3.1.d. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services.</td>
<td>RI.9-10.1-2</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RI.9-10.4</td>
<td></td>
</tr>
<tr>
<td>The students will:</td>
<td></td>
<td>W.9-10.6</td>
<td></td>
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<tr>
<td>• Identify what they will be doing in JA Company Program.</td>
<td><strong>Business, Management and Administration</strong></td>
<td>SL.9-10.1-2</td>
<td></td>
</tr>
<tr>
<td>• Share important information about prior knowledge, beliefs, and attitudes.</td>
<td>CTEMAGM.07.07 Determine staffing needs to minimize costs while maximizing business contribution.</td>
<td>L.9-10.1-2</td>
<td></td>
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<tr>
<td>• Build relationships with others in their group.</td>
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<td>L.9-10.4</td>
<td></td>
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<tr>
<td>• Determine entrepreneurial traits and choose a business team</td>
<td><strong>Grades 11-12</strong></td>
<td>RI.11-12.1</td>
<td></td>
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<tr>
<td>• Explore potential ways to fund their venture.</td>
<td></td>
<td>RI.11-12.4</td>
<td></td>
</tr>
<tr>
<td><strong>Meeting Two: Fill a Need</strong></td>
<td>Social Studies</td>
<td>W.11-12.6</td>
<td></td>
</tr>
<tr>
<td>Students brainstorm potential products and services that could fill a need or solve a problem and determine which business ideas should be vetted further.</td>
<td>3.1.a Analyze the relationships between economic goals and the allocation of scarce resources.</td>
<td>SL.11-12.1-2</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>SL.11-12.4</td>
<td></td>
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<tr>
<td>The students will:</td>
<td></td>
<td>L.11-12.1-2</td>
<td></td>
</tr>
<tr>
<td>• Collaborate as a group to decide on the product or service that the Company will sell.</td>
<td><strong>Business, Management and Administration</strong></td>
<td>L.11-12.6</td>
<td></td>
</tr>
<tr>
<td>• Narrow the list of potential business ideas by answering critical questions about each one.</td>
<td>MANC.03.01 Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.</td>
<td>RI.11-12.1</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td>RI.11-12.4</td>
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<tr>
<td>The students will:</td>
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<td>W.11-12.6</td>
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<td>• Collaborate as a group to decide on the product or service that the Company will sell.</td>
<td><strong>Grades 11-12</strong></td>
<td>SL.11-12.1-2</td>
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<td>• Narrow the list of potential business ideas by answering critical questions about each one.</td>
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<td>SL.11-12.4</td>
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<td>• Collaborate as a group to decide on the product or service that the Company will sell.</td>
<td><strong>Grades 11-12</strong></td>
<td>L.11-12.1-2</td>
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<tr>
<td>• Narrow the list of potential business ideas by answering critical questions about each one.</td>
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<td>L.11-12.6</td>
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### JA Company Program – Blended Model

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<tr>
<td><strong>Meeting Three: Vet the Venture</strong></td>
<td><strong>Social Studies</strong>&lt;br&gt;3.2.e Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies.</td>
<td>Grades 9-10&lt;br&gt;RL.1-10.1&lt;br&gt;W.9-10.4&lt;br&gt;W.9-10.6-7&lt;br&gt;SL.9-10.1-3&lt;br&gt;L.9-10.1-2</td>
<td>Grades 9-10&lt;br&gt;RH.1&lt;br&gt;RH.4</td>
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<td></td>
<td><strong>Business, Management and Administration</strong>&lt;br&gt;MANC.03.02 Develop a concept for a new business venture.</td>
<td>Grades 11-12&lt;br&gt;RL.11-12.1&lt;br&gt;RL.11-12.4&lt;br&gt;W.11-12.4&lt;br&gt;W.11-12.6-7&lt;br&gt;SL.11-12.1-2&lt;br&gt;L.11-12.1-2&lt;br&gt;L.11-12.6</td>
<td>Grades 11-12&lt;br&gt;RH.1&lt;br&gt;RH.4</td>
</tr>
<tr>
<td><strong>Meeting Four: Create a Structure</strong></td>
<td><strong>Business, Management and Administration</strong>&lt;br&gt;MAAS.01.03 Coordinate people and resources for meetings and seminars.&lt;br&gt;MAGM.07.06 Design organizational structure to facilitate business activities.&lt;br&gt;MAGM.07.08 Control organization/department activities to monitor business activities and to make business decisions.&lt;br&gt;MANC.08.08 Select business structure for immediate and long-term operations.</td>
<td>Grades 9-10&lt;br&gt;RL.1-10.1-2&lt;br&gt;W.9-10.2,4&lt;br&gt;W.9-10.6-7&lt;br&gt;SL.9-10.1-3&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4</td>
<td>Grades 9-10&lt;br&gt;RH.1&lt;br&gt;RH.2&lt;br&gt;RH.4&lt;br&gt;whST.2&lt;br&gt;whST.4&lt;br&gt;whST.5&lt;br&gt;whST.6</td>
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**Objectives:**

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

- Form and select Business Teams.
- Collaborate in Business Teams to determine leadership, conduct research, and assign tasks in order to launch the business.
- Work individually or with other Company members to conduct research and complete tasks in order to launch the business.
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<tr>
<td><strong>Meeting Five: Launch the Business</strong>&lt;br&gt;Business teams report on their tasks and findings to the entire Company and come to a consensus on major decisions as they launch the business and finalize their business plan.</td>
<td><strong>Social Studies</strong>&lt;br&gt;3.4 Design, analyze, and apply a financial plan based on short- and long-term financial goals. <strong>Business, Management and Administration</strong>&lt;br&gt;MAAS.03.09 Select format and procedure to produce memoranda appropriate for a given purpose. <strong>MAAM.07.02 Plan organization’s/department’s activities to guide and support decisions and to ensure that staff focus on priorities.</strong> <strong>MAAM.07.03 Develop business plans to meet company needs.</strong> <strong>MAAM.07.04 Plan for future company growth to guide company operations.</strong> <strong>MANC.03.04 Actualize a new business venture to generate profit and/or meet objectives.</strong></td>
<td>Grades 9-10&lt;br&gt;RI.9-10.1&lt;br&gt;W.9-10.2&lt;br&gt;W.9-10.4-7&lt;br&gt;SL.9-10.1-6&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4</td>
<td>Grades 9-10&lt;br&gt;RH.1&lt;br&gt;whST.2&lt;br&gt;whST.6</td>
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<tr>
<td><strong>Meeting Six through Eleven: Run the Business</strong>&lt;br&gt;Each week, business teams meet to provide status updates to the entire Company, review priorities, and accomplish tasks to meet Company goals and objectives.</td>
<td><strong>Business, Management and Administration</strong>&lt;br&gt;MAAS.02.01 Assist with staff growth and development. <strong>MAAM.02.02 Implement methods for improving employee satisfaction.</strong> <strong>MAAM.03.01 Perform scheduling functions to facilitate on-time, prompt completion of work activities.</strong> <strong>MAAM.01.01 Adhere to regulations for business expansion to meet government requirements and industry standards.</strong> <strong>MANC.06.01 Describe the role and function of human resources management.</strong> <strong>MANC.08.02 Demonstrate ethical behaviors in the workplace.</strong> <strong>MANC.08.03 Manage internal and external business relationships to foster positive interactions.</strong></td>
<td>Grades 9-10&lt;br&gt;RI.9-10.1&lt;br&gt;W.9-10.4-7&lt;br&gt;SL.9-10.1-2&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4</td>
<td>Grades 9-10&lt;br&gt;RH.1&lt;br&gt;RH.2&lt;br&gt;RH.9</td>
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<tr>
<td><strong>Topic: Capitalization</strong>&lt;br&gt;Independently or in groups, members examine types of capitalization and practice the art of the pitch for future start-up capital.</td>
<td><strong>Social Studies</strong>&lt;br&gt;3.6.a Analyze various lending sources, services, and financial institutions. <strong>3.6.b Investigate legal and personal responsibilities affecting lenders and borrowers</strong></td>
<td>Grades 9-10&lt;br&gt;RI.9-10.1-2&lt;br&gt;RI.9-10.4&lt;br&gt;W.9-10.2&lt;br&gt;W.9-10.4-7&lt;br&gt;SL.9-10.1-6&lt;br&gt;L.9-10.1-2&lt;br&gt;L.9-10.4</td>
<td>Grades 9-10&lt;br&gt;RH.1&lt;br&gt;RH.2&lt;br&gt;RH.4&lt;br&gt;whST.2&lt;br&gt;whST.4-9</td>
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<td><strong>Business, Management and Administration</strong>&lt;br&gt;MANC.03.03 Determine the resources needed for start-up viability of a business venture.</td>
<td>Grades 11-12&lt;br&gt;RI.11-12.1&lt;br&gt;RI.11-12.4&lt;br&gt;W.11-12.2&lt;br&gt;W.11-12.4-7&lt;br&gt;SL.11-12.1-2&lt;br&gt;SL.11-12.4-5&lt;br&gt;L.11-12.1-2&lt;br&gt;L.11-12.6</td>
<td>Grades 11-12&lt;br&gt;RH.1&lt;br&gt;RH.2&lt;br&gt;RH.4&lt;br&gt;whST.2&lt;br&gt;whST.4-9</td>
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<td>Session Details</td>
<td>Colorado Academic Standards</td>
<td>Common Core ELA</td>
<td>Literacy</td>
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<tr>
<td><strong>Topic: Finance</strong></td>
<td></td>
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<tr>
<td>Independently or in groups, members practice using the company’s financial tools for their own future business idea.</td>
<td>Social Studies</td>
<td></td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
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<tr>
<td>The students will:</td>
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<tr>
<td>• Examine the most important financial elements of a startup.</td>
<td>3.4.a Develop a financial plan including a budget based on short- and long-term goals</td>
<td>Grades 9-10</td>
<td>Grades 9-10</td>
</tr>
<tr>
<td></td>
<td>3.4.b Analyze financial information for accuracy, relevance, and steps for identity protection.</td>
<td>RI.9-10.1-2</td>
<td>RH.1</td>
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<td></td>
<td></td>
<td>RI.9-10.4</td>
<td>RH.2</td>
</tr>
<tr>
<td></td>
<td>Business, Management and Administration</td>
<td>W.9-9.10.2</td>
<td>RH.4</td>
</tr>
<tr>
<td></td>
<td>MAAS.03.02 Manage business records to maintain needed documentation.</td>
<td>W.9-9.10.4-7</td>
<td>whST.2</td>
</tr>
<tr>
<td></td>
<td>MAAS.03.06 Use spreadsheet software to create business-related spreadsheets.</td>
<td>SL.9-10.1-6</td>
<td>whST.4-6</td>
</tr>
<tr>
<td></td>
<td>MAAS.03.07 Enter formulas and functions in a spreadsheet.</td>
<td>L.9-10.1-2</td>
<td>whST.7-9</td>
</tr>
<tr>
<td></td>
<td>MAAS.03.13 Tally receipts and proof work to prepare bank deposits.</td>
<td>L.9-10.4</td>
<td></td>
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<tr>
<td></td>
<td>MAAS.03.14 Practice good bookkeeping guidelines to reconcile bank statements.</td>
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<tr>
<td></td>
<td>MAGM.05.02 Manage financial resources to ensure solvency.</td>
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<td></td>
<td>MANC.04.02 Demonstrate accounting procedures used to track money flow and to determine financial status.</td>
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<tr>
<td><strong>Topic: Management and Leadership</strong></td>
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<tr>
<td>Independently or in groups, members explore aspects of leadership.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will:</td>
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<tr>
<td>• Research how leaders make decisions.</td>
<td>Business, Management and Administration</td>
<td>Grades 9-10</td>
<td>Grades 9-10</td>
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<tr>
<td></td>
<td>MAAS.03.03 Prepare documentation of business activities to communicate with internal/external clients</td>
<td>RI.9-10.1-2</td>
<td>RH.1</td>
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<tr>
<td></td>
<td>MAAS.03.04 Utilize information technology tools to manage and perform work responsibilities.</td>
<td>RI.9-10.4</td>
<td>RH.2</td>
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<td></td>
<td>MAH.R.03.01 Exhibit behaviors and actions to effectively motivate and lead people.</td>
<td>SL.9-10.1-4</td>
<td>RH.4</td>
</tr>
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<td></td>
<td>MAH.R.03.02 Exhibit behaviors and actions to effectively motivate and lead change.</td>
<td>L.9-10.1-2</td>
<td>whST.2</td>
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<td></td>
<td>MANC.06.01 Describe the role and function of human resources management.</td>
<td>L.11-12.6</td>
<td>whST.4-6</td>
</tr>
<tr>
<td><strong>Topic: Marketing</strong></td>
<td></td>
<td>Grades 11-12</td>
<td>whST.7-9</td>
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<tr>
<td>Independently or in groups, members explore aspects of leadership.</td>
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<tr>
<td><strong>Objectives:</strong></td>
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<tr>
<td>The students will:</td>
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<tr>
<td>• Learn about the 4 P’s of marketing—Product, Place, Price, and Promotion—and how they are related.</td>
<td>Business, Management and Administration</td>
<td>Grades 9-10</td>
<td>Grades 9-10</td>
</tr>
<tr>
<td></td>
<td>MKTC.05 Communications: Obtain and convey ideas and information in marketing to facilitate business operations.</td>
<td>RI.9-10.1-2</td>
<td>RH.1</td>
</tr>
<tr>
<td></td>
<td>MKTC.06.01 Utilize information-technology tools in marketing.</td>
<td>RI.9-10.4</td>
<td>RH.2</td>
</tr>
<tr>
<td></td>
<td>MKTC.11 Systems: Understand the tools, techniques, and systems that marketers use to create, communicate, and deliver value to customers and to manage customer relationships in ways that benefit the organization and its stakeholders.</td>
<td>SL.9-10.1-6</td>
<td>RH.4</td>
</tr>
<tr>
<td></td>
<td>MKTC.11.03 Determine a company’s unique selling proposition to recognize what sets the company apart from its competitors.</td>
<td>L.9-10.1-2</td>
<td>RH.9</td>
</tr>
<tr>
<td></td>
<td>MKTC.25.01 Employ marketing information to develop a marketing plan.</td>
<td>L.9-10.4</td>
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<td></td>
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<td>Grades 11-12</td>
<td>Grades 11-12</td>
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<tr>
<td></td>
<td></td>
<td>RI.9-10.1-2</td>
<td>RH.1</td>
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<td></td>
<td></td>
<td>RI.9-10.4</td>
<td>RH.2</td>
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<td>SL.9-10.1-6</td>
<td>RH.3</td>
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<td>L.9-10.1-2</td>
<td>RH.4</td>
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<td></td>
<td></td>
<td>L.9-10.4</td>
<td>RH.9</td>
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<td>Session Details</td>
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</tbody>
</table>
| **Topic: Sales** | **Business, Management and Administration**  
Independently or in groups, members practice sales techniques through a video blog.  
**Objectives:**  
The students will:  
- Understand tips for sales success.  
- Create a video blog entry about a product or service to practice these tips. | **MAAS.03.02 Manage business records to maintain needed documentation.**  
**MAAS.03.12 Record transactions to manage cash fund accounts.**  
**MKTC.05.07 Communicate effectively with customers to foster positive relationships that enhance company image.**  
**MKTC.11.02 Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.** | **Grades 9-10**  
RI.9-10.1  
RI.9-10.4  
W.9-10.4-5  
SL.9-10.1  
L.9-10.1-2  
L.9-10.4  
**Grades 11-12**  
RI.11-12.1  
W.11-12.4  
SL.11-12.1  
L.11-12.1-2  
L.11-12.6 | **Grades 9-10**  
RH.1  
RH.4  
rhST.4-6  
**Grades 11-12**  
RH.1  
RH.4  
rhST.4-6 |
| **Topic: Supply Chain** | **Business, Management and Administration**  
Independently or in groups, members explore the basic supply chain and examine quality control techniques.  
**Objectives:**  
The students will:  
- Explore the interconnected links in a supply chain.  
- Define standards for communicating about production.  
- Apply the concept of quality control to practices in the Company. | **MAAS.03.02 Manage business records to maintain needed documentation.**  
**MAAS.03.12 Record transactions to manage cash fund accounts.**  
**MKTC.05.07 Communicate effectively with customers to foster positive relationships that enhance company image.**  
**MKTC.11.02 Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.** | **Grades 9-10**  
RI.9-10.1  
RI.9-10.4  
W.9-10.4-5  
SL.9-10.1  
L.9-10.1-2  
L.9-10.4  
**Grades 11-12**  
RI.11-12.1  
W.11-12.4  
SL.11-12.1  
L.11-12.1-2  
L.11-12.6 | **NA** |
## JA Company Program – Blended Model

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<tr>
<td><strong>Meeting Twelve: Liquidate the Company</strong>&lt;br&gt;Students conclude remaining company business operations, liquidate the Company, and decide what to do with the profits.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;• Explain and follow the liquidation process.&lt;br&gt;• Complete business closing and liquidation tasks, including recordkeeping.&lt;br&gt;• Create an annual report.</td>
<td><strong>Social Studies</strong>&lt;br&gt;3.4.c Describe factors affecting take-home pay.&lt;br&gt;&lt;br&gt;<strong>Business, Management and Administration</strong>&lt;br&gt;MAAS.03.11 Select appropriate writing method to produce a variety of reports.</td>
<td>Grades 9-10&lt;br&gt;RH.1&lt;br&gt;RH.2&lt;br&gt;RH.4&lt;br&gt;whST.2-4</td>
<td>Grades 9-10&lt;br&gt;RH.1&lt;br&gt;RH.2&lt;br&gt;RH.4&lt;br&gt;whST.2-4</td>
</tr>
<tr>
<td><strong>Meeting Thirteen: Create a Personal Action Plan</strong>&lt;br&gt;Students create their own personal action plan using the knowledge and experience gained throughout the program.&lt;br&gt;&lt;br&gt;<strong>Objectives:</strong>&lt;br&gt;The students will:&lt;br&gt;• Understand the importance of networking.&lt;br&gt;• Complete a personal action plan.&lt;br&gt;• Explore potential career options.</td>
<td><strong>Business, Management and Administration</strong>&lt;br&gt;MANC.09.02 Develop personal traits and behaviors to foster career advancement.&lt;br&gt;MANC.09.03 Participate in career-planning to enhance job-success potential.</td>
<td>Grades 9-10&lt;br&gt;RH.1&lt;br&gt;RH.2&lt;br&gt;RH.4&lt;br&gt;whST.2-6</td>
<td>Grades 9-10&lt;br&gt;RH.1&lt;br&gt;RH.2&lt;br&gt;RH.4&lt;br&gt;whST.2-6</td>
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# JA Economics

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<tr>
<th>Topic Descriptions</th>
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<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
<th>Academic Standards</th>
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<tbody>
<tr>
<td><strong>Topic One: Introduction to Economics</strong></td>
<td><strong>Objectives:</strong></td>
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</tr>
</tbody>
</table>
| Chapters 1 and 2 introduce the basic economic problems facing all societies and focus on the structure and values underlying the U.S. economic system. | The students will be able to:  
- Describe the nature of human wants and how they are satisfied  
- Identify and define the four factors of production  
- Define the meanings of scarcity and opportunity cost  
- Explain the key ideas in the economic way of thinking  
- Explain what it means to think at the margin  
- Describe the choices businesses face and a major goal of business  
- Identify the basic economic decisions facing all societies  
- Describe the two branches of economics  
- Explain why private property, specialization, voluntary exchange, the price system, market competition, and entrepreneurship are considered the pillars of free enterprise  
- Describe the nature of command, traditional, and mixed economic systems  
- Explain the three kinds of models economists use  
- Describe how the circular flow of money, resources, and products explains the function of a free market economy  
- Define money and explain its three functions  
- Identify the goals of the U.S. economic system | Grades 9–10  
RI.9-1.2,4  
W.9-10.2,4,7  
SL.9-10.1-6  
L.9-10.1,2,4,6 | | |
| | Grades 11–12 | | NA | |
| | RI.11-12.2,4  
W.11-12.2,4,7  
SL.11-12.1-3  
L.11-12.1-6 | | | |
| | **Reading and Writing for History and Social Studies Literacy** | | | |
| | Grades 9–10  
RH.1-5  
RH.7-9 | | | |
| | Grades 11–12  
RH.1-4  
RH.7-9 | | | |
| | **Grades 11–12** | | | |
| | HS.3.1.a  
HS.3.1.b  
HS.3.1.c  
HS.3.3.a  
HS.3.3.b  
HS.3.3.c | | | |


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<tr>
<th>Topic Descriptions</th>
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<th>Common Core Math</th>
<th>Academic Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic Two: Supply, Demand, Market Prices, and the Consumer</strong></td>
<td><strong>Objectives:</strong> The students will be able to:</td>
<td><strong>Grades 9–10</strong></td>
<td><strong>Algebraic Concepts</strong></td>
<td><strong>HS.3.3.b</strong></td>
</tr>
<tr>
<td>Chapter 3 through 5 describe the price system and the operation of the laws of supply and demand in a market economy, and supply students with analytical tools they can use throughout the course. Chapter 6 focuses on the role of consumers in a market economy and various consumer issues.</td>
<td><strong>Explain the role prices play in a market economy</strong></td>
<td><strong>RI.9-1.2,4</strong></td>
<td><strong>HS.3.4.a</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Define demand and describe how it illustrates the price effect</strong></td>
<td><strong>W.9-10.4</strong></td>
<td><strong>HS.3.4.b</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Explain why people buy more of something at lower prices and less at higher prices</strong></td>
<td><strong>SL.9-10.1,2,4</strong></td>
<td><strong>HS.3.4.c</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Describe the relationship between individuals’ demands and market demand</strong></td>
<td><strong>L.9-10.1,2,4,6</strong></td>
<td><strong>HS.3.4.d</strong></td>
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<tr>
<td></td>
<td><strong>Define the price elasticity of demand and explain what determines it</strong></td>
<td><strong>Grades 11–12</strong></td>
<td><strong>HS.3.5.a</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Describe the difference between the price effect and a change in demand</strong></td>
<td><strong>RI.11-12.2,4</strong></td>
<td><strong>HS.3.5.b</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Describe how supply is related to opportunity cost</strong></td>
<td><strong>W.11-12.5</strong></td>
<td><strong>HS.3.5.c</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Define supply and explain the price effect related to supply</strong></td>
<td><strong>SL.11-12.1,2,4</strong></td>
<td><strong>HS.3.5.d</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Explain why producers want to sell more of something at higher prices and less at lower prices</strong></td>
<td><strong>L.11-12.1-6</strong></td>
<td><strong>HS.3.6.a</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Describe the relationship between market supply and the supplies of individual sellers</strong></td>
<td><strong>Literacy</strong></td>
<td><strong>HS.3.6.c</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Explain the price elasticity of supply and what determines it</strong></td>
<td><strong>Grades 9–10</strong></td>
<td><strong>Grades 9–10</strong></td>
<td><strong>Grades 9–10</strong></td>
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<tr>
<td></td>
<td><strong>Describe the difference between the price effect and a change in supply</strong></td>
<td><strong>RH.1-5</strong></td>
<td><strong>RH.1-5</strong></td>
<td><strong>RH.1-5</strong></td>
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<td></td>
<td><strong>Describe how competitive markets “clear” the amount buyers want to purchase with the amount sellers want to sell</strong></td>
<td><strong>RH.7-9</strong></td>
<td><strong>RH.7-9</strong></td>
<td><strong>RH.7-9</strong></td>
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<td></td>
<td><strong>Explain the nature of shortages and surpluses and how market competition eliminates them</strong></td>
<td><strong>Grades 11–12</strong></td>
<td><strong>Grades 11–12</strong></td>
<td><strong>Grades 11–12</strong></td>
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<td></td>
<td><strong>Describe how market-clearing prices motivate people to produce goods and services</strong></td>
<td><strong>RH.1-4</strong></td>
<td><strong>RH.1-4</strong></td>
<td><strong>RH.1-4</strong></td>
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<td></td>
<td><strong>Describe the kinds of changes that occur in demand and supply, and how these changes affect market-clearing prices</strong></td>
<td><strong>RH.7-9</strong></td>
<td><strong>RH.7-9</strong></td>
<td><strong>RH.7-9</strong></td>
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<td><strong>Identify the two main sources of household income</strong></td>
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<td><strong>Describe the factors that influence wealth accumulation</strong></td>
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<td><strong>Explain how personal budgets help people make good choices as consumers and savers</strong></td>
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<td><strong>Identify options to consider when making saving and investment decisions</strong></td>
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<td><strong>Describe advantages and disadvantages of using credit</strong></td>
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<td><strong>Explain how consumer interests are protected in our economy</strong></td>
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</table>
## Topic Descriptions

### Topic Three: Businesses and Their Resources

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

### Objectives:

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

### Common Core ELA

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

### Common Core Math

- Algebra: CC.2.2.HS.D.1
- Statistics: CC.2.4.HS.B.1, CC.2.4.HS.B.5

### Academic Standards

- Grades 9–10: HS.3.1.a, HS.3.1.c, HS.3.1.d
- Grades 11–12: HS.3.2.a, HS.3.2.d, HS.3.2.e
# JA Economics

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</tr>
</thead>
</table>
| **Topic Four: Government, Banking, and Economic Stability** | **Objectives:** The students will be able to:  
- Describe the four referee roles the federal government fulfills in the economy  
- Explain how the federal government manages the economy  
- Describe how the federal government spends and raises its money  
- Identify and define the two principles of taxation  
- Explain how proportional, progressive, and regressive taxes differ  
- Describe the justifications for and the criticisms of federal deficits and the national debt  
- Define money and describe its functions  
- Describe the kind of money in use in the United States  
- Explain the services banks and other financial institutions offer  
- Describe how banks create money  
- Explain what the federal reserve system is and what it does  
- Explain why the value of money changes  
- Identify the nature of inflation and describe how people are affected by it  
- Identify and describe the major indicators economists use to measure the health of the economy  
- Explain the components of the gross domestic product  
- Define unemployment and describe the types of unemployment  
- Explain the tools of fiscal policy  
- Explain the tools of monetary policy  
- Describe the advantages and disadvantages of fiscal and monetary policies | **Grades 9–10** RI.9-10.1,2,4  
W.9-10.2,4,7  
SL.9-10.1-6  
L.9-10.1,2,4,6  
**Grades 11–12** RI.11-12.2,4  
W.11-12.2,4,7  
SL.11-12.1-6  
L.11-12.1-6 | NA | **HS.3.2.a**  
**HS.3.2.b**  
**HS.3.2.c**  
**HS.3.2.d**  
**HS.3.2.f**  
**HS.3.3.d**  
**RH.1.5**  
**RH.7.9**  
**RH.1.4**  
**RH.7.9**

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

<table>
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<th>Topic Description</th>
<th>Key Learning Objectives</th>
<th>Common Core ELA</th>
<th>Common Core Math</th>
<th>Academic Standards</th>
</tr>
</thead>
</table>
| **Topic Five: The Global Economy** | **Objectives:**  
The students will be able to:  
- Explain why international trade is considered a two-way street  
- Describe how imports and exports depend on each other  
- Explain how absolute and comparative advantage differ  
- Explain why productivity is important in international trade  
- Identify the arguments for and against trade barriers  
- Describe the purpose of international trade organizations  
- Explain the nature of exchange rates and why they change  
- Explain why a nation's balance of payments always balances  
- Define and describe globalization  
- Identify the worldwide changes that have occurred as a result of globalization  
- Explain the relationship between economic development and population growth  
- Describe how China has changed its economy to achieve greater prosperity  
- Identify the concerns about income growth in less-developed countries  
- Explain the role property rights and markets can play in the protection of environmental resources  
- Describe how governments can use market incentives to protect the environment | Grades 9–10  
RI.9-10.1,2,4  
W.9-10.2,4.7  
SL.9-10.1-6  
L.9-10.1,2,4,6  

Grades 11–12  
RI.11-12.1,2,3,4  
W.11-12.2,4,7  
SL.11-12.1-6  
L.11-12.1-6  

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

Grades 11–12  
RH.1-4  
RH.7-9 | NA | NA  
| HS.3.2.a  
| HS.3.2.e  
| HS.3.2.f |
## JA Exploring Economics

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<th>Session Descriptions</th>
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<th>Common Core English Language Arts</th>
<th>Common Core Math</th>
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<tbody>
<tr>
<td><strong>Session One: Economic Systems—Who Makes the Big Decisions?</strong>&lt;br&gt;Examines how the economic system a society uses for production, distribution, and consumption of goods and services significantly affects the individuals in that society.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Analyze the impact of a society’s economic system on the decisions it makes about the production, distribution, and consumption of goods and services&lt;br&gt;• Evaluate how the following characteristics affect the efficiency of a market: money, private property, limited government, exchange of resources in available markets, and entrepreneurship</td>
<td><strong>Grades 9–10</strong>&lt;br&gt;RI.9-10.2,4,8&lt;br&gt;W.9-10.2,4,7&lt;br&gt;SL.9-10.1-6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>NA</td>
<td>HS.3.3.a&lt;br&gt;HS.3.3.b&lt;br&gt;HS.3.3.c&lt;br&gt;HS.4.3.f</td>
</tr>
<tr>
<td><strong>Session Two: Supply and Demand—What’s It Worth to You?</strong>&lt;br&gt;Illustrates the impact of supply and demand on the economy by participating in an economic situation using real-life examples.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Review the concepts of supply and demand&lt;br&gt;• Define the term market-clearing price.&lt;br&gt;• Demonstrate the interaction between supply and demand in a free-market economy&lt;br&gt;• Respond to real-life examples of price and other market forces that influence supply and demand and the market-clearing price</td>
<td><strong>Grades 9–10</strong>&lt;br&gt;W.9-10.2,4&lt;br&gt;SL.9-10.1-6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>Statistics and Probability&lt;br&gt;S-IC.1&lt;br&gt;S-IC.3&lt;br&gt;S-IC.6</td>
<td>HS.4.3.f&lt;br&gt;7.3.1</td>
</tr>
</tbody>
</table>
## Session Descriptions

### Session Three: Supply and Demand—The JA Market Game
Demonstrate the interaction of supply and demand and how market forces affect the prices of products.

**Objectives:**
The students will be able to:
- Explain the interaction between supply and demand in a free-market economy, with the market's drive toward the market-clearing price
- Apply real-life examples of market forces that influence supply and demand

**Grades 9–10**
- RI.9-10.2,4,8
- W.9-10.2,4,7
- SL.9-10.1-6
- L.9-10.1,2,4,6

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

### Session Four: Saving, Spending, and Investing
Explores concepts related to consumers, savers, and investors, including how wealth increases in different saving and investing options. Compares the characteristics, risks, and rewards of several options.

**Objectives:**
The students will be able to:
- Recognize ways to earn and increase wealth through saving and investing.
- Analyze examples of wealth acquired through saving and investing.
- Evaluate different methods of saving and investing, including varied risk and rewards

**Grades 9–10**
- RI.9-10.2,4,8
- SL.9-10.1-6
- L.9-10.1,2,4,6

**Grades 11–12**
- RI.11-12.2,4
- SL.11-12.1-6
- L.11-12.1,2,3,4,6

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

**Grades 11–12**
- RH.1-4
- RH.7

### Academic Standards

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<td>W.9-10.2,4,7</td>
<td>S-IC.3</td>
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<td>SL.9-10.1-6</td>
<td>S.IC.6</td>
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<tr>
<td>W.11-12.2,4,7</td>
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<tr>
<td>SL.11-12.1-6</td>
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<tr>
<td>L.11-12.1-6</td>
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</table>

- **7.3.1**
- **HS.3.5.a**
- **HS.3.5.b**
- **HS.3.5.d**
## Session Descriptions

### Session Five: Government’s Role in the Market
Analyze the effect of government on the economy, including intervention through the production of public goods and services, taxes, and its role in protecting private property.

**Objectives:**
- The students will be able to:
  - Categorize public versus private goods, and explain why governments intervene in the economy by providing public goods
  - Express why individuals and businesses pay taxes
  - Analyze the impact of the government’s role in protecting private property

**Common Core ELA**
- Grades 9–10
  - RI.9-10.2,4
  - W.9-10.2,4
  - SL.9-10.1-3
  - L.9-10.1.2,4,6
- Grades 11–12
  - RI.11-12.2,4
  - W.11-12.2,4
  - SL.11-12.1-3
  - L.11-12.1-6

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

**Academic Standards**
- HS.3.2.a
- HS.3.2.c
- HS.3.2.d
- HS.3.3.d

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

**Objectives:**
- The students will be able to:
  - Define inflation and demonstrate its connection to the availability and value of money in a market, as well as its effect on prices and consumer purchasing power
  - Explain and calculate how the Consumer Price Index (CPI) measures consumer prices
  - Recognize that inflation can impair a market economy by affecting consumer confidence and funds available for investment

**Common Core ELA**
- Grades 9–10
  - RI.9-10.2,4
  - W.9-10.2,4
  - SL.9-10.1-3
  - L.9-10.1.2,4,6
- Grades 11–12
  - RI.11-12.2,4
  - W.11-12.2,4
  - SL.11-12.1-3
  - L.11-12.1-6

**Common Core Math**
- Algebra
  - A-SSE.1.3
  - A-REI.1-3
- Statistics and Probability
  - S-IC.1
  - S-IC.3
  - S-IC.6
- Mathematical Practices
  - 1-7

**Academic Standards**
- HS.3.2.f
- HS.3.6.a
- HS.3.6.b

### Session Seven: International Trade
Compared with policies and the global economy based on the increased utility (satisfaction) of International trade.

**Objectives:**
- The students will be able to:
  - Describe the significance of international trade
  - Analyze the impact of trade on national and international utility

**Common Core ELA**
- Grades 9–10
  - RI.9-10.2,4
  - W.9-10.2,4
  - SL.9-10.1-6
  - L.9-10.1.2,4,6
- Grades 11–12
  - RI.11-12.2,4
  - W.11-12.2,4
  - SL.11-12.1-3
  - L.11-12.1-6

**Literacy**
- Grades 9–10
  - RH.1-5
  - RH.7-9
- Grades 11–12
  - RH.1-4
  - RH.7-9

**Academic Standards**
- HS.3.1.a
- HS.3.1.b
- HS.3.1.c
- HS.3.1.d
- HS.3.2.b
# JA Job Shadow

<table>
<thead>
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<th>Session Descriptions</th>
<th>Key Learning Objectives</th>
<th>Common Core English Language Arts</th>
<th>Academic Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session One: Before the Hunt</strong>&lt;br&gt;Students are introduced to the JA Job Shadow program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interest, work priorities, and job outlook.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Recognize career clusters that match their skills and interests&lt;br&gt;• Demonstrate self-awareness of their soft skills in work scenarios</td>
<td><strong>Grades 9–10</strong>&lt;br&gt;RI.9-10.1&lt;br&gt;W.9-10.7&lt;br&gt;SL.9-0.1&lt;br&gt;L.9-10.4</td>
<td>• Initiative and self-direction&lt;br&gt;• Personal responsibility and self-management&lt;br&gt;• Adaptability and flexibility&lt;br&gt;• Personal awareness&lt;br&gt;• Career literacy</td>
</tr>
<tr>
<td><strong>Session Two: Perfect Match</strong>&lt;br&gt;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><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Review methods of identifying job openings&lt;br&gt;• Demonstrate professional interviewing skills&lt;br&gt;• Express expectations for the upcoming site visit</td>
<td><strong>Grades 9–10</strong>&lt;br&gt;W.9-10.4-5&lt;br&gt;W.9-10.7&lt;br&gt;SL.9-10.1&lt;br&gt;L.9-10.1,3&lt;br&gt;L.9-10.4</td>
<td>• Core academic foundation&lt;br&gt;• Collaboration and teamwork&lt;br&gt;• Communication&lt;br&gt;• Ethics and integrity</td>
</tr>
<tr>
<td><strong>Session Three: Get Hired—Collaboration and Creativity</strong>&lt;br&gt;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><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;• Evaluate personal priorities based on their site visit experience&lt;br&gt;• Showcase identified skills&lt;br&gt;• Apply program knowledge to at least one of four career preparation tools: career assessment, elevator pitch, resume, or infographic profile</td>
<td><strong>Grades 9–10</strong>&lt;br&gt;W.9-10.4-5&lt;br&gt;W.9-10.7&lt;br&gt;SL.9-10.1,4&lt;br&gt;L.9-10.1&lt;br&gt;L.9-10.3-4</td>
<td>• Career literacy&lt;br&gt;• Critical thinking and problem solving&lt;br&gt;• Creativity and innovation&lt;br&gt;• Initiative and self-direction&lt;br&gt;• Personal responsibility and self-management&lt;br&gt;• Adaptability and flexibility&lt;br&gt;• Personal awareness&lt;br&gt;• Learn independently</td>
</tr>
</tbody>
</table>
## JA Personal Finance – Blended Model

<table>
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<tr>
<th>Session Descriptions</th>
<th>Academic Standards</th>
<th>Common Core English Language Arts</th>
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</thead>
<tbody>
<tr>
<td>Students learn that healthy personal finances take planning and managing. Students begin to analyze the financial implications of educational and career choices as a basis for understanding the relationship between earnings and personal finance.</td>
<td><strong>Career Readiness Skills</strong>  - Initiative and self-direction  - Personal responsibility and self-management  - Time management  - Career literacy</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
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<tr>
<td>The students will be able to:</td>
<td></td>
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<tr>
<td>▪ Define a relationship between educational choices, career prospects, and job satisfaction.</td>
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<tr>
<td>▪ Cite evidence to support the relationship between educational choices and earning potential.</td>
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<tr>
<td>▪ Recognize that education and training affect lifetime income.</td>
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</tr>
<tr>
<td>HS.3.4.a Develop a financial plan including a budget based on short- and long-term goals. HS.3.4.b Analyze financial information for accuracy, relevance, and steps for identity protection.</td>
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<tr>
<td><strong>Session Two: Budgeting</strong></td>
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<tr>
<td>Students investigate the importance of budgeting and how to plan for staying within a budget.</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The students will be able to:</td>
<td></td>
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<tr>
<td>▪ Recognize the importance of making and keeping a budget or spending plan.</td>
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<tr>
<td>▪ Consider the wide range of expenditures that might make up a monthly budget.</td>
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### JA Personal Finance – Blended Model

<table>
<thead>
<tr>
<th>Session Details</th>
<th>Academic Standards</th>
<th>Common Core ELA</th>
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</thead>
</table>
| **Session Three: Savings**  
Students analyze the role that saving plays in their personal finances. They recognize that having a healthy savings plan is necessary in all phases of life, but is especially critical for big-ticket items and emergencies.  
**Objectives:**  
The students will:  
- Recognize high-dollar items and unexpected costs that require savings.  
- Review key concepts related to successfully saving money.  
**Career Readiness Skills**  
- Core academic foundation  
- Personal responsibility and self-management | HS.3.5.a Compare and contrast the variety of investments available for a diversified portfolio.  
HS.3.5.b Evaluate factors to consider when managing savings and investment accounts.  
**HS.3.6.a Analyze various lending sources, services, and financial institutions.  
HS.3.6.b Investigate legal and personal responsibilities affecting lenders and borrowers.  
HS.3.6.c Make connections between building and maintaining a credit history and its impact on lifestyle.  
**Career Readiness Skills**  
- Global and cultural awareness  
- Ethics and integrity | Grades 9-10  
Reading for Information  
9-10.RI.4  
Speaking and Listening  
9-10.SL.1  
9-10.SL.2  
9-10.SL.3  
9-10.SL.4  
Language  
9-10.L.1.1  
9-10.L.2.3  
9-10.L.3.4 | Grades 11-12  
Reading for Information  
11-12.RI.4  
Speaking and Listening  
11-12.SL.1  
11-12.SL.2  
11-12.SL.3  
11-12.SL.4  
Language  
11-12.L.1.1  
11-12.L.2.3  
11-12.L.3.4 |
| **Session Four: Credit and Debt**  
Students analyze the importance of credit and the outcomes of wise and poor use of credit. Students role-play as lenders to evaluate risk and make decisions about giving credit.  
**Objectives:**  
The students will:  
- Differentiate between credit and debt.  
- Recognize the factors that affect an individual’s credit score and credit history.  
- Recognize the consequences of a low credit score | | |
| **Session Five: Consumer Protection**  
Students investigate factors that may pose a threat to their finances and learn ways they can protect themselves through vigilance and making smart choices.  
**Objectives:**  
The students will:  
- Identify behaviors that may harm their personal finances.  
- Recognize ways to protect their finances.  
- Define credit report. Summarize the rights people have to examine their credit reports.  
- Define identity theft and propose solutions to identity theft.  
**Career Readiness Skills**  
- Initiative and self-direction  
- Personal responsibility and self-management  
- Global and cultural awareness  
- Ethics and integrity | Grades 9-10  
Reading for Information  
9-10.RI.4  
Writing  
9-10.W.7 ELO  
Speaking and Listening  
9-10.SL.1  
9-10.SL.2  
9-10.SL.3  
9-10.SL.4  
Language  
9-10.L.1.1  
9-10.L.2.3  
9-10.L.3.4 | Grades 11-12  
Reading for Information  
11-12.RI.4  
Writing  
11-12.W.7 ELO  
Speaking and Listening  
11-12.SL.1  
11-12.SL.2  
11-12.SL.3  
11-12.SL.4  
Language  
11-12.L.1.1  
11-12.L.2.3  
11-12.L.3.4 |
## Session Six: Smart Shopping

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

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

**Career Readiness Skills**
- Inquiry and analysis

**Session Seven: Risk Management**

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

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

**Career Readiness Skills**
- Risk taking
- Collaboration and teamwork
- Communication

**Session Eight: Investing**

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

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

**Career Readiness Skills**
- Risk taking
- Self-advocacy
### JA Titan

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<tbody>
<tr>
<td><strong>Session One: How Much? How Many?</strong>&lt;br&gt;Students explore how price and production can affect business performance.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;- Explain how product price makes an impact on profits&lt;br&gt;- Describe how production can affect price, sales, and profit</td>
<td>Grades 9-10&lt;br&gt;RI-9-10.2,4,8&lt;br&gt;SL.9-10.1-4&lt;br&gt;SL.9-10.6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>NA</td>
<td>HS.3.1.c&lt;br&gt;HS.3.3.b</td>
</tr>
<tr>
<td><strong>Session Two: How Much? How Many?--The Simulation</strong>&lt;br&gt;Students make decisions about price and production levels using the JA Titan computer simulation.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&lt;br&gt;- Make informed business price and production decisions</td>
<td>Grades 9-10&lt;br&gt;RI.9-10.4&lt;br&gt;W.9-10.2&lt;br&gt;SL.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6&lt;br&gt;L.9-10.4&lt;br&gt;L.9-10.6</td>
<td>Statistics and Probability&lt;br&gt;CC.2.4.&lt;br&gt;HS.B.&lt;br&gt;CC.2.4.&lt;br&gt;HS.B.3&lt;br&gt;CC.2.4.&lt;br&gt;HS.B.5</td>
<td>HS.3.1.c&lt;br&gt;HS.3.3.b</td>
</tr>
<tr>
<td><strong>Session Three: Cutting Edge</strong>&lt;br&gt;Students design a marketing plan.</td>
<td><strong>Objectives:</strong>&lt;br&gt;The students will be able to:&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>Grades 9-10&lt;br&gt;RI.9-10.2,4&lt;br&gt;W.9-10.2,7&lt;br&gt;SL.9-10.1,2,3,4,6&lt;br&gt;L.9-10.1,2,4,6</td>
<td>NA</td>
<td>HS.3.2.e&lt;br&gt;HS.3.4</td>
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<td>Session Descriptions</td>
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<tr>
<td><strong>Session Four: Cutting Edge–The Simulation</strong></td>
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</tbody>
</table>
| Students make decisions about price, production, and research and development using the JA Titan computer simulation. | Objectives: The students will be able to:  
- Make informed research and development and marketing decisions | Grades 9-10  
R.I.9-10.2  
S.L.9-10.1.4  
L.9-10.1-2  

Grades 11-12  
R.I-11-12.2  
S.L.11-12.1-4  
L.11-12.1-4 | Statistics & Probability  
S-IC  
S-IC.1  
S-IC.6  
Mathematical Practices  
1-8 | HS.3.2.e  
HS.3.4 |
| **Session Five: Make an Investment**       |                         |                 |                  |                    |
| Students solicit capital investment.       | Objectives: The students will be able to:  
- Discuss reasons that businesses use different capital investment strategies  
- Make recommendations for capital investment based on set parameters  
- Define charitable giving and explain why businesses make decisions to share their resources | Grades 9-10  
R.I.9-10.2.4  
W.9-10.2.7  
S.L.9-10.1.2.3.4.6  
L.9-10.1.2.4.6  

Grades 11-12  
R.I-11-12.2.4  
W.11-12.2.7.8  
S.L.11-12.1.2.3.4.6  
L.11-12.1.2.3.4.6 | NA | HS.3.5.b  
HS.3.5.d |
| **Session Six: Make an Investment–The Simulation** |                         |                 |                  |                    |
| Students make decisions about capital investment, price, production, research and development, and charitable giving using the JA Titan computer simulation. | Objectives: The students will be able to:  
- Make business decisions by applying their knowledge to a business simulation  
- Use what they have learned about price, production, research and development, marketing, capital investment, and charitable giving to make business decisions using the JA Titan computer simulation | Grades 9-10  
R.I.9-10.4  
W.9-10.2  
S.L.9-10.1.2.3.4.6  
L.9-10.1.2.4.6  
L.9-10.4  
L.9-10.6  

Grades 11-12  
R.I-11-12.2.4  
S.L.11-12.1.2.3.4.6  
L.11-12.1.2.6  
L.11-12.6 | Statistics and Probability  
CC.2.4.  
HS.B.  
CC.2.4.  
HS.B.3  
CC.2.4.  
HS.B.5 | HS.3.5.b  
HS.3.5.d |
| **Session Seven: JA Titan of Industry – The Competition** |                         |                 |                  |                    |
| Students make decisions about capital investment, price, production, research and development, and charitable giving using the JA Titan computer simulation. | Objectives: The students will be able to:  
- Demonstrate how business decisions affect business performance  
- React appropriately to decisions made by other businesses | Grades 9-10  
R.I.9-10.4  
W.9-10.2  
S.L.9-10.1.2.3.4.6  
L.9-10.1.2.4.6  
L.9-10.4  
L.9-10.6  

Grades 11-12  
R.I-11-12.2.4  
S.L.11-12.1.2.3.4.6  
L.11-12.1.2.6  
L.11-12.6 | Statistics and Probability  
CC.2.4.  
HS.B.  
CC.2.4.  
HS.B.3  
CC.2.4.  
HS.B.5 | HS.3.1.c  
HS.3.2.e  
HS.3.3.b  
HS.3.5.b  
HS.3.5.d |