

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

INSPIRING  
TOMORROWS

TM



Updated July 2024

[Wisconsin Social Studies 2018](#)

[Wisconsin Career Readiness Standards](#)

**Wisconsin Framework for Entrepreneur Education**

[Personal Financial Literacy](#)

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# 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 Wisconsin Academic Standards for Social Studies and Personal Finance and Career Work and Career Ready standards. . 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.

## JA High School Classroom Learning Experiences

[JA All About Cars™](#) allows students to consider their needs and wants for their first automobile.

[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®](#) introduces high school students to the workplace as interns of a fictional company, Orbit Boom. They participate in realistic work experiences in multiple departments and concentrate on soft skills and business best practices in the context of realistic scenarios and assignments through both digital and in-class implementation and optional self-guided modules.

[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 Company Program® Pop Up](#) teaches students how to plan, launch, and operate their own business venture within a structured, guided experience. Throughout the start-up process, students collaborate, make crucial business decisions, practice communication skills, and develop entrepreneurial knowledge and skills. (Grades 6-12)

[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® Advanced](#) 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.

[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](#)<sup>®</sup> 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 Launch Lesson](#)<sup>®</sup> is a point-of-entry program delivered by community entrepreneurs. Students gain firsthand knowledge about starting a business and the entrepreneurial journey.

[JA Personal Finance](#)<sup>®</sup> [2.0](#) allows students to experience the interrelationship between today's financial decisions and future financial freedom.

[JA Take Stock in Your Future](#)<sup>®</sup> 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](#)<sup>®</sup> 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.

# JA All About Cars

## JA All About Cars Correlation

Session Description	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: All About Cars</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Assess their driving needs</li> <li>Prioritize the car features that best meet their needs</li> <li>Compare the advantages of buying versus leasing a car</li> <li>Identify a car that meets their driving needs</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p> <p><b>Personal Financial Literacy</b></p> <p>FM2.a.h Assess the impact of individual values and behaviors on financial decisions and goals.</p> <p>FM2.b.h Evaluate strategies individuals use to manage emotions impacting financial decisions.</p> <p>FM1.a.h Analyze and apply multiple sources of information when making consumer decisions (e.g., advertisements, reviews, interest rates, applicable fees, consumer movements, or choice).</p> <p>CD1.b.h Assess the total cost of incurring a loan (e.g., various rates of interest, loan origination fee, early payback, or length of term)</p>	<p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p><b>Grades 9–10</b> RI.9-10.2,4,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11–12</b> RI.11-12.2,4 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p>

# JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: Identifying the Problem</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how brainstorming several ideas and then picking the best options will lead to creative problem solving.</li> <li>Describe the Design Thinking model and the steps involved in the process.</li> <li>Describe the advantages of applying the Design Thinking model to new ideas or problem solving.</li> <li>Describe the Empathize step in the Design Thinking model.</li> <li>Demonstrate how an empathy map can be used to identify a user’s needs.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p>	<p>WCRS.LIF.4.B: Communicate a clear vision, and bring people together around shared goals to create positive, ethical change.</p> <p>WCRS.LIF.4.C: Demonstrate effective team-building skills, and facilitate goal-oriented group processes with concern for the people involved.</p>	<p><b>Grades 9–10</b> RI.2,4,8 W.4,7 SL.1,2,3,4,6 L.1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.2,4,6 SL. 1,2,3,4,6 L.1,2,3,4,6 W 4,7 RH 9-12 2,4, 5,7,9 WhST 4,6,7,9</p>
<p><b>Session Two: Exploring Solutions</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the Define step in the Design Thinking model.</li> <li>Demonstrate how to write a short, clear problem statement that reflects the problem to be solved.</li> <li>Describe the Ideate step in the Design Thinking model.</li> <li>Apply ideation methods by brainstorming ideas in a fast-paced activity.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p>	<p>WCRS.LIF.4.C: Demonstrate effective teambuilding skills, and facilitate goal-oriented group processes with concern for the people involved.</p>	<p><b>Grades 9–10</b> RI. 2,4,8 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI. 2,4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4 RH 9-12 1,2,4,5,6,7,9 WhST 1, 4,6,9</p>

# JA Be Entrepreneurial Creative Problem Solving

Session Description	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Three: Prototyping the Solution</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the Prototype step in the Design Thinking model.</li> <li>Construct a prototype based on a problem statement and a brainstormed solution to the problem.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision making.</p>	<p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes [by utilizing technology.]</p>	<p><b>Grades 9–10</b> RI.2,4 W. 4 SL.1,2,3,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.4,8 SL. 1,2,3,6 L. 1,2,3,4,6 W 4 RH 9-12 1,2,4,5,7 WhST 4,6</p>
<p><b>Session Four: Testing the Solution</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define the Test step in the Design Thinking model.</li> <li>Develop a testing plan for a given product and target audience.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SI2.a.h Explain the role of revenue generating assets in building net worth (e.g., real estate or entrepreneurship).</p>	<p>WCRS.LIF.4.B: Communicate a clear vision, and bring people together around shared goals to create positive, ethical change.</p>	<p><b>Grades 9–10</b> RI. 2,4 W. 2,4,7 SL.1,2,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.4,8 SL. 1,2,3,4,6 L. 1,2,3,4,6 RH 9-12 1,4,5,7 WhST 4,6,7,9</p>
<p><b>Session Five: Applying Design Thinking (Optional, Self-Guided)</b></p> <p>Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use the Design Thinking model to create a solution to an identified problem.</li> <li>Produce an artifact for each step of the Design Thinking process to demonstrate their work.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p>	<p>WCRS.LIF.4.D: Lead strategic planning using project management principles.</p> <p>WCRS.LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools.</p>	<p><b>Grades 9–10</b> RI.2,4 W. 2,4,7 SL.2,3,4,6 L.1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.2,4 SL. 2,3,4,6 L. 1,2,3,4,6 RH 9-12 1-9 WhST 1.4.6.7.9</p>

# JA Be Entrepreneurial Think Like an Entrepreneur

Session Description	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: Developing a Mindset</b></p> <p>Students are introduced to entrepreneurship and the characteristics of a mindset that promote success in their personal and professional lives.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define entrepreneurship and some key qualities of entrepreneurs.</li> <li>Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship.</li> <li>Describe the advantages in life of embracing a growth mindset.</li> <li>Define the entrepreneurial mindset.</li> <li>Describe the key characteristics of a successful entrepreneur’s mindset.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>FM2.a.h Assess the impact of individual values and behaviors on financial decisions and goals.</p>	<p>WCRS.LIF.1.B: Manage emotions and behaviors effectively in academic and workplace situations.</p> <p>WCRS.LIF.1.C: Take responsibility and accountability for actions, behaviors, and commitments.</p> <p>WCRS.LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools.</p>	<p><b>Grades 9–10</b> RI.4 W.4 SL.1,2,3 L.1,2,4,6</p> <p><b>Grades 11–12</b> RI.4 SL.1,2,3 L.1,2,3,4,6 W.4 RH.9-12 2,4,7,9</p>
<p><b>Session Two: Assessing Entrepreneurial Potential</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze the characteristics of the entrepreneurial mindset.</li> <li>Evaluate personal entrepreneurial strengths and areas for refinement using an entrepreneurial potential self-assessment.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>FM2.b.h Evaluate strategies individuals use to manage emotions impacting financial decisions.</p>	<p>WCRS.CAR.1.B: Create future career and education goals that are informed by their personal: * interests * skills * work values * areas of strengths and challenges</p> <p>WCRS.CAR.2.A: Identify emerging and in-demand careers and entrepreneurship opportunities that align with personal interests, skills, and work values.</p>	<p><b>Grades 9–10</b> RI.2,4,8 SL.1,2,3 L.1-6</p> <p><b>Grades 11–12</b> RI.2,4 SL.1,2,3 L.1,4,6 RH.9-12 1,2,4,5,7</p>
<p><b>Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)</b></p> <p>Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate the results of the entrepreneurial mindset self-assessment.</li> <li>Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>FM2.b.h Evaluate strategies individuals use to manage emotions impacting financial decisions</p>	<p>WCRS.CAR.3.C: Create and regularly update an academic and career plan for high school and for after high school, with trusted adults, that aligns with career area(s) of interest.</p> <p>WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p>	<p><b>Grades 9–10</b> RI.2,4 W.2,4,7 SL.1-6 L.1-6</p> <p><b>Grades 11–12</b> RI.2,4 SL.1-6 L.1-6 W.2,4,7 RH 1,2,4,5,7,8,9 WhST 1,4,6,7,9</p>

# JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Planning with the Customer in Mind</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the purpose of a business plan.</li> <li>Describe the key elements of the lean business plan model.</li> <li>State the problem to be solved in the Lean Canvas as a customer-centered problem statement.</li> <li>Identify the customers in the target audience for the proposed product or service.</li> <li>Identify the solution that answers the problem statement.</li> </ul>	<p><b>Social Studies/Economics</b> SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p>	<p>WCRS.LIF.2.A: Develop respectful and supportive relationships with people who are similar to and different from oneself.</p>	<p><b>Grades 9–10</b> RI.2,4,8 W.4 SL.1,2,3,4 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.2,4,8 SL. 1,2,3,4 L. 1,2,3,4,6</p> <p>RH 9-12 1-9</p> <p>WhST 4,6,9</p>
<p><b>Summarizing the Customer Elements</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define channels as they relate to business planning</li> <li>Differentiate uses of each channel based on situations/context</li> <li>Practice the lean business planning process by applying information to the Problem, Customer Segments, Solution, and Channels sections of the Lean Canvas.</li> </ul>	<p><b>Social Studies/Economics</b> SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p>	<p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts</p>	<p><b>Grades 9–10</b> RI. 2,4 W.4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI.2,4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4</p> <p>RH 9-12 1-9</p> <p>WhST 4,6,9</p>



# JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Formulating the Finances:</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the cost structure for a product/service by listing associated fixed and variable costs.</li> <li>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.</li> <li>Explain how key metrics help determine the success of a product/service and impact the business decisions made about it.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p>	<p>WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p>	<p><b>Grades 9–10</b> RI.4,8 W. 4 SL.1,2,3,4 L.1,2,3,4,6</p> <p><b>Grades 11–12</b> RI. 4 SL. 1,2,3,4 L.1,2,3,4,6 W. 4</p> <p>RH 9-12 4,7,9</p> <p>WhST 4</p>
<p><b>Conveying the Business’s Value:</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the process used to convey the unique value proposition of a business idea.</li> <li>Identify what competitive (or unfair) advantage is as it relates to a lean business plan.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>SI2.a.h Explain the role of revenue generating assets in building net worth (e.g., real estate or entrepreneurship).</p>	<p>WCRS.LIF.4.B: Communicate a clear vision, and bring people together around shared goals to create positive, ethical change.</p> <p>WCRS.CAR.2.A: Identify emerging and in-demand careers and entrepreneurship opportunities that align with personal interests, skills, and work values.</p>	<p><b>Grades 9–10</b> RI. 4,8 W. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b> RI. 4 SL. 1,2,3,4,6 L. 1,2,3,4,6 W 4</p> <p>RH 9-12 2,4,5,7,9</p> <p>WhST 4,6</p>

# JA Be Entrepreneurial Rapid Business Planning

Session Description	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Completing and Testing the Lean Business Plan</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice the lean business planning process by applying information to the Cost Structure, Revenue Streams, Key Metrics, Unique Value Proposition, and Competitive (Unfair) Advantage sections of the Lean Canvas</li> <li>Describe the importance of testing and validating the assumptions and ideas that frame a business plan</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p>	<p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p> <p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes by utilizing technology.</p>	<p><b>Grades 9–10</b></p> <p>RI.4 W. 2,4 SL.1,2,4 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b></p> <p>RI.4 SL.1,2,4,6 L. 1,2,3,4,6 W 2,4</p> <p>RH 9-12 4,5,9</p>
<p><b>Developing a Lean Business Plan (Optional, Self-Guided)</b></p> <p>Students construct a lean business plan with an original idea using the Lean Canvas to demonstrate comprehension and execution of business planning.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Produce a lean business plan in the Lean Canvas template using the identified problem or a startup business idea</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p>	<p>WCRS.LIF.1.C: Take responsibility and accountability for actions, behaviors, and commitments</p>	<p><b>Grades 9–10</b></p> <p>RI.4 W. 2,4,7 SL.2,4,6 L. 1,2,3,4,6</p> <p><b>Grades 11–12</b></p> <p>RI. 4 SL.1.4 L. 1,2,3,4,6 W 2,4,7</p> <p>RH 9-12 1,2,4,5</p> <p>WhST 1,4,6</p>

# JA Career Exploration Fair High School

## JA Career Exploration Fair Correlation

Session Description	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: Before the Fair</b></p> <p>In the pre-fair session, students will assess their abilities, interests, work preferences, and values in preparation for the JA Career Exploration Fair.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define careers</li> <li>• Differentiate among abilities, interests, work preferences, and values</li> <li>• Identify their personal characteristics</li> </ul>	<p><b>Social Studies</b> SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p>	<p>WCRS.CAR.1.A Discover: * career clusters and pathways * emerging and in-demand careers * postsecondary education and training options * entrepreneurship pros and cons</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Language</b> L 3 L 4 L 6</p> <p><b>Social Studies Literacy</b> RH.9-10.3 RH.9-10.4.</p>
<p><b>Session Two: Day of the Fair</b></p> <p>During the JA Career Exploration Fair, students engage with volunteers and learn more about different businesses and jobs.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Relate the impact of personal interests and abilities on career choices</li> <li>• Investigate a variety of careers and the skills, educational preparation, training, and personal qualities needed for those careers</li> <li>• Examine how school skills apply to career paths</li> <li>• Explain the importance of staying in school and graduating high school</li> </ul>	<p><b>Social Studies</b> SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.</p>	<p>WCRS.CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime.</p>	<p><b>Reading for Informational Text</b> RI 4 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Language</b> L 3 L 4 L 6</p> <p><b>Social Studies Literacy</b> RH.6-8.3 RH.6-8.4</p>
<p><b>Session Three: After the Fair</b></p> <p>In the post-fair session, students will reflect on their JA Career Exploration Fair experiences.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify a future career goal</li> <li>• Create a personal action plan</li> </ul>	<p><b>Social Studies</b> SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p>WCRS.CAR.1.B: Create future career and education goals that are informed by their personal: * interests * skills * work values * areas of strengths and challenges</p>	<p><b>Reading for Informational Text</b> RI 2 RI 4 RI 5 RI 7</p> <p><b>Speaking and Listening</b> SL 1 SL 2</p> <p><b>Writing</b> W 4 W 7</p> <p><b>Social Studies Literacy</b> RH.6-8.3 RH.6-8.4</p>

# JA Career Speaker Series

## JA Career Speaker Series Correlation

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: Before the Event</b></p> <p>Students research the visiting career speaker and his or her company, and prepare questions for the speaker event.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify skills and interests.</li> <li>Recognize Career Clusters</li> <li>Recall future high-demand occupations</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p>	<p>WCRS.CAR.1.E: Use labor market information to determine how current and future job demand impacts salary and job availability.</p> <p>WCRS.CAR.1.B: Create future career and education goals that are informed by their personal:</p> <ul style="list-style-type: none"> <li>* interests</li> <li>* skills</li> <li>* work values</li> </ul> <p>* areas of strengths and challenges</p>	<p><b>Reading for Informational Text</b></p> <p>RI 1 RI 4 RI 7</p> <p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Two: During the Event</b></p> <p>Students learn about the guest speaker’s job experiences and stories, ask questions, and take notes.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice active listening skills.</li> <li>Equate job responsibilities with skills and interests</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately</p>	<p>WCRS.CAR.1.E: Use labor market information to determine how current and future job demand impacts salary and job availability.</p> <p>WCRS.CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime</p>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>
<p><b>Session Three: After the Event</b></p> <p>Students reflect on what they learned during their preparation and the speaker event.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize Career Clusters</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p>WCRS.CAR.1.A Discover:</p> <ul style="list-style-type: none"> <li>* career clusters and pathways</li> <li>* emerging and in-demand careers</li> </ul>	<p><b>Speaking and Listening</b></p> <p>SL 1 SL 2</p> <p><b>Writing</b></p> <p>W 2 W 4 W 7</p> <p><b>Language</b></p> <p>L 3 L 4 L 6</p>

# JA Career Success

## JA Career Success Correlation

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Welcome to the Workplace</b></p> <p>Students are onboarded by the Human Resources department on their first day at Orbit Boom, explore the employee handbook and organizational hierarchy, and set SMART goals for their internship.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Examine a company’s organizational hierarchy and cultural norms to adapt to the specific business environment.</li> <li>Establish SMART performance goals that align with the company’s key success factors .</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>FM2.a.h Assess the impact of individual values and behaviors on financial decisions and goals.</p> <p>EE2.b.h Research and identify a job or field that may be high demand in the future based on emerging technologies. Assess employment trends and how those will impact future career paths.</p>	<p>WCRS.LRN.1.A: Engage in challenging courses and opportunities that align with academic and career goals.</p> <p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p>	<p><b>Grades 9-10</b> RI 1.RI.4,RI.10 W.2b.e.f.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11–12</b> RI 1.RI.4,RI.10 W.2b.e.f.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p>
<p><b>Workplace Decision Making</b></p> <p>Students are asked by the head of Information Services to evaluate communication platform options using a seven-step decision-making process and share their decision in a persuasive summary.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-direction by identifying credible sources, conducting research, and summarizing recommendations.</li> <li>Communicate recommendations using evidence for persuasion.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student developed research proposal.</p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills</p> <p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p>	<p><b>Grades 9-10</b> RI 1.R2,RI.4,RI.10 W.1,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11–12</b> RI 1.R2,RI.4,RI.10 W.1.,W.4,W.5,W.6 SL.1,SL2,SL3,SL.6 L1,L2,L3,L4,L5,L6</p>

# JA Career Success

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Work Smart: Planning and Remote Collaboration</b></p> <p>Students work in groups to plan a company-wide remote meeting with a detailed timeline for the Executive team.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Organize work priorities based on importance and urgency.</li> <li>Plan realistic pacing for tasks to self-manage time and productivity.</li> <li>Identify best practices for collaborating when working remotely.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq5.a.h</p> <p>Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p> <p>WCRS.LRN.4.D: Use internet and common productivity applications to maximize communication, collaboration, and social interactions in a professional manner.</p> <p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p>	<p><b>Grades 9-10</b></p> <p>RI.1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b></p> <p>RI.1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,SL6 L1,L2,L3,L4,L5,L6</p>
<p><b>Conflict Resolution in the Workplace</b></p> <p>Students role-play conflicts in the Logistics department and apply conflict management techniques through improvisation to resolve conflicts in the warehouse.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Apply logic and reason to determine a win-win outcome for the team's success.</li> <li>Express empathy and use active listening in a conflict resolution situation.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.BH3.a.h</p> <p>Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings.</p>	<p>WCRS.LRN.4.D: Use internet and common productivity applications to maximize communication, collaboration, and social interactions in a professional manner.</p> <p>WCRS.LIF.1.B: Manage emotions and behaviors effectively in academic and workplace situations.</p> <p>WCRS.LIF.2.A: Develop respectful and supportive relationships with people who are similar to and different from oneself.</p>	<p><b>Grades 9-10</b></p> <p>RI.1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b></p> <p>RI.1.R2,RI.4,RI.10 W.4 SL.1,SL2,SL3,SL5,SL6 L1,L2,L3,L4,L5,L6</p>
<p><b>Workplace Creativity</b></p> <p>Students collaborate to generate, narrow down, and elaborate on creative ideas for new products and services with the R&amp;D department.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>Invent creative and reasonable solutions using collaborative brainstorming techniques.</li> <li>Present the creative idea clearly and briefly, highlighting the solution's features and benefits.</li> <li>Adjust the chosen solution based on business requirements and real-world limitations.</li> </ul>	<p>NA</p>	<p>WCRS.LRN.2.B: Use design thinking and valid research practices to develop solutions to authentic problems and opportunities.</p> <p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p> <p>WCRS.LIF.4.B: Communicate a clear vision, and bring people together around shared goals to create positive, ethical change</p>	<p><b>Grades 9-10</b></p> <p>RI.1.R2,RI.4,RI.10 W.2,W.4,W.5,W.6 SL.1,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b></p> <p>RI.1.R2,RI.4,RI.10 W.2,W.4,W.5,W.6 SL.1,SL4,SL6 L1,L2,L3,L4,L5,L6</p>

# JA Career Success

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Solving Work Problems</b></p> <p>Students analyze declining sales of a key software product. They identify the root cause and present findings to the Sales &amp; Marketing department head.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Apply analytical thinking to research and identify the root cause of an issue.</li> <li>• Present a clear solution that conveys sound reasoning and directly addresses the root cause.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision making. Differentiate between and calculate revenue and profit for a given firm.</p>	<p>WCRS.LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools.</p> <p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p>	<p><b>Grades 9-10</b> RI.1.R2,RI.4,RI.7 W.2,W.4,W.5,W.6 SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b> RI.1.R2,RI.4,RI.7 W.2.,W.4,W.5,W.6 SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p>
<p><b>Crisis Management</b></p> <p>Students evaluate an existing contingency plan in the Production department and generate recommendations for improvement in an executive summary. They reassess their Session One goals, and Orbit Boom hires them.</p> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• Identify potential crises and plan appropriate risk responses for each situation (avoid, reduce, transfer, or accept).</li> <li>• Develop recommendations to revise an existing contingency plan to prepare for future problems.</li> <li>• Communicate the revised contingency plan accurately and briefly.</li> <li>• Reassess the original SMART goal based on the soft skills practiced in the simulated internship.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>RMI1.a.h Determine different perceptions of risk based on age, culture, and social status.</p> <p><b>Social Studies</b></p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p>WCRS.CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime.</p> <p>WCRS.LIF.4.C: Demonstrate effective team-building skills, and facilitate goal-oriented group processes with concern for the people involved.</p> <p>WCRS.LIF.4.D: Lead strategic planning using project management principles.</p>	<p><b>Grades 9-10</b> RI.1.R2,RI.4,RI.10 W.2,W.4, SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p> <p><b>Grades 11-12</b> RI.1.R2,RI.4,RI.10 W.2.,W.4, SL.1,SL2,SL4,SL6 L1,L2,L3,L4,L5,L6</p>

# JA Company Program

## JA Company Program Correlation

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Framework for Entrepreneur Education	Common Core ELA
<p><b>Meeting One: Start a Business</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the JA Company Program overall objectives by reviewing the major milestones.</li> <li>Describe the importance of setting goals and developing a vision as first steps toward entrepreneurial success.</li> <li>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.</li> <li>Identify different means by which to raise capital for a start-up business.</li> <li>Differentiate between facts and myths about entrepreneurs.</li> <li>Reflect on personal and professional vision and set some immediate goals for becoming an entrepreneur.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ1.b.Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p>	<p>A. Entrepreneurial Processes</p> <p>Understands concepts and processes associated with successful entrepreneurial performance</p> <p>B. Entrepreneurial Traits/Behaviors Understands the personal traits/behaviors associated with successful entrepreneurial performance</p>	<p><b>Grades 9–10</b> RI.9-10 2, 4, 6, 7, 10 SL.9-10.1-3 L.9-10.1, 2, 4, 5, 6</p> <p><b>Grades 11–12</b> RI.11-12. 2, 4, 6, 7, 10 SL.11-12. 1-3 L.11-12.1, 2, 4, 5, 6</p>
<p><b>Meeting Two: Solve a Customer’s Problem</b></p> <p>Students use creative problem solving to brainstorm ideas for a business service/product, with the goal of identifying their top choices to research.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe how brainstorming several ideas and then picking the best option will lead to creative problem solving.</li> <li>Describe the Design Thinking model and the steps involved in the process.</li> <li>Describe the advantages of applying the Design Thinking model to new ideas or problem solving.</li> <li>Describe the Empathize, Define, and Ideate steps in the Design Thinking model.</li> <li>Apply the Empathize, Define, and Ideate steps of the Design Thinking model to identify a customer need and some plausible solutions.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ1.b.Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p>	<p>D. Communications and Interpersonal Skills</p> <p>Understands concepts, strategies, and systems needed to interact effectively with others</p>	<p><b>Grades 9–10</b> RI.9-10 2, 4, 7, 10 W. 9-10 4 SL.9-10.1-5 L.9-10.1, 2, 4, 5, 6</p> <p><b>Grades 11–12</b> RI.11-12 2, 4, 6, 7, 10 W.11-12 4 SL.11-12.1-3 L.11-12.1-2</p>



# JA Company Program

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Framework for Entrepreneur Education	Common Core ELA
<p><b>Meeting Three: Evaluate the Options</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain why innovation is an integral factor for a company's health and growth.</li> <li>• Explain how failure leads to success and how using a growth mindset can provide the appropriate perspective in challenging situations.</li> <li>• Define the entrepreneurial mindset.</li> <li>• Describe the key characteristics that a successful entrepreneur embodies.</li> <li>• Explain the uses and benefits of a SWOT analysis for a start-up venture.</li> <li>• Apply a SWOT analysis to each product/service the company is considering.</li> <li>• Define the terms pivot and persevere related to business venture startups.</li> <li>• Use data to make informed decisions about the direction of the business.</li> <li>• Execute a final decision about whether to proceed with the team's chosen product/service using data-informed decision making.</li> <li>• Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA.</li> </ul>	<p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).</p> <p><b>Personal Financial Literacy</b> SI2.a.h Explain the role of revenue generating assets in building net worth (e.g., real estate or entrepreneurship).</p>	<p>C. Business Foundations Understands fundamental business concepts that affect business decision making</p> <p>O. Strategic Management Understands the processes, strategies, and systems needed to guide the overall business organization</p> <p>Planning Controlling</p>	<p><b>Grades 9–10</b> RI.9-10 2,4,5,6,10 W.9-10 4,6,7,8,9,10 SL.9-10.1-4 L.9-10.1-6</p> <p><b>Grades 11–12</b> RI.11-12. 2,4,6,10 W.11-12 4,6,7,8,9,10 SL.11-12. 1-4 L.11-12.1-6</p>

# JA Company Program

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Framework for Entrepreneur Education	Common Core ELA
<p><b>Meeting Four: Create a Structure</b></p> <p>Students initiate the company’s structure by establishing roles, commence planning within business teams, and finalize capitalization decisions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain the five functional roles of the company and the essential responsibilities of each role, including collaboration and communication between teams</li> <li>• Relate the sections of the Business Snapshot with the business planning information necessary to identify for a start-up company.</li> <li>• Evaluate personal strengths aligned to each role and select team members for business teams.</li> <li>• Evaluate the different means for raising capital and select an option for the company’s start-up venture.</li> <li>• Identify essential tasks for different roles in the startup by drafting Business Team task lists for each functional role.</li> </ul>	<p>NA</p>	<p>C. Business Foundations</p> <p>Understands fundamental business concepts that affect business decision making</p> <p>K. Information Management</p> <p>Understands the concepts, systems, and tools needed to access, process, maintain, evaluate, and disseminate information for business decision-making</p>	<p><b>Grades 9–10</b> RI.9-10 2,4,5,6,10 W.9-10 4,6,7,8,9,10 SL.9-10.1-4 L.9-10.1-6</p> <p><b>Grades 11–12</b> RI.11-12. 2,4,6,10 W.11-12 4,6,7,8,9,10 SL.11-12. 1-4 L.11-12.1-6</p>
<p><b>Meeting Five: Launch the Business</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and assess different leadership styles and the most positive leadership influence for companies in different situations.</li> <li>• Describe the significance of accountability as an entrepreneur and a student as it relates to a company venture and JA experience.</li> <li>• Evaluate the different leader candidates, and elect people for the company leadership positions.</li> <li>• Demonstrate basic business planning by completing the Business Snapshot which outlines all the key elements to launch a business.</li> <li>• Express the legal and social need for a company’s guiding principles by developing and agreeing to a company charter.</li> </ul>	<p>SS.Econ1.a.h Perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p> <p><b>Personal Financial Literacy</b> SI2.a.h Explain the role of revenue generating assets in building net worth (e.g., real estate or entrepreneurship).</p>	<p>D. Communications and Interpersonal Skills</p> <p>Understands concepts, strategies, and systems needed to interact effectively with others</p> <p>O. Strategic Management</p> <p>Understands the processes, strategies, and systems needed to guide the overall business organization</p> <p>Planning</p> <p>Controlling</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4,10 W.9-10.2 W.9-10.4-6 SL.9-10.1,3,4,5,6 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2</p> <p>L.11-12.6</p>

# JA Company Program

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Framework for Entrepreneur Education	Common Core ELA
<p><b>Business Operations</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain the five functional roles of the company and the essential responsibilities of each role.</li> <li>• Describe the steps involved in a company status update report.</li> <li>• Present status updates from each business team of the company.</li> <li>• Identify the purpose of each element of the Finance Workbook and when each will be used in company operations.</li> <li>• Establish a functional startup through completing tasks related to the management and running of their company</li> </ul>	<p><b>Personal Financial Literacy</b> SI2.a.h</p> <p>Explain the role of revenue generating assets in building net worth (e.g., real estate or entrepreneurship).</p>	<p>E. Digital Skills</p> <p>Understands concepts and procedures needed for basic computer operations</p> <p>D. Communications and Interpersonal Skills</p> <p>Understands concepts, strategies, and systems needed to interact effectively with others</p> <p>Staff Communications</p> <p>Ethics in Communication</p> <p>Group Working Relationships</p> <p>Dealing with Conflict</p> <p>M. Operations Management</p> <p>Understands the processes and systems implemented to facilitate daily business operations.</p> <p>Business Systems</p> <p>Channel Management</p> <p>Purchasing/Procurement</p> <p>Daily Operations</p>	<p><b>Grades 9-10</b> RI.9-10.2,4,6,10 W.9-10.2,4,8-10 SL.9-10.1-6 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4,6,7,10 W.11-12.2,4,8,10 SL.11-12.1-6 L.11-12.1-6</p>
<p><b>Topic: Finances (Self-Guided)</b></p> <p>Students learn how the finance department is a vital part of an organization and review the characteristics that contribute to a strong finance team</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Describe the importance of finance in a company.</li> <li>• Explain the primary tasks and responsibilities of the finance team to understand this team’s role in company operations.</li> </ul>	<p>SS.Econ2.c.h</p> <p>Calculate the costs of production and explain their role in firm decision making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p>	<p>E. Digital Skills</p> <p>Understands concepts and procedures needed for basic computer operations</p> <p>Financial Management</p> <p>Understands the financial concepts and tools used in making business decisions</p> <p>Accounting</p> <p>Finance</p> <p>Money Management</p>	<p><b>Grades 9-10</b> RI.9-10.1 W.9-10.4-7 SL.9-10.1-2 SL.9-10.4-6 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1 RI.11-12.4 W.11-12.2,4 W.11-12.5-6 SL.11-12.1-2 SL.11-12.1-2 L.11-12.1,6</p>

# JA Company Program

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Framework for Entrepreneur Education	Common Core ELA
<p><b>Topic: Leadership and Management (Self-Guided)</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of leadership and management in a company.</li> <li>Explain the primary tasks and responsibilities of the Leadership and Management team to understand this team’s role in company operations.</li> </ul>	<p>NA</p>	<p>J. Human Resource Management</p> <p>Understands the concepts, systems, and strategies needed to acquire, motivate, develop, and terminate staff</p>	<p><b>Grades 9-10</b>            RI.9-10.1-2            RI.9-10.4,10            SL.9-10.1-2            L.9-10.1-2            L.9-10.4</p> <p><b>Grades 11-12</b>            RI.11-12.2,4,10            SL.11-12.1-2            L.11-12.1-6</p>
<p><b>Topic: Marketing (Self-Guided)</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of marketing in a company</li> <li>Explain the primary tasks and responsibilities of the Marketing team to understand this team’s role in company operations.</li> </ul>	<p>SS.Econ2.a.h            Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).</p>	<p>L. Marketing Management</p> <p>Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas</p> <p>Product/Service Creation            Marketing-information Management            Promotion            Pricing</p>	<p><b>Grades 9-10</b>            RI.9-10.2,4,7,10            W.9-10.2,4,5,6,7,8,10            SL.9-10.1-6            L.9-10.1-6</p> <p><b>Grades 11-12</b>            RI.11-12.2,4,7,10            W.11-12.2            W.11-12.4-8            SL.11-12.1-6            L.11-12.1-6</p>
<p><b>Topic: Sales (Self-Guided)</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of sales in a company</li> <li>Explain the primary tasks and responsibilities of the Sales team to understand this team’s role in company operations.</li> </ul>	<p>SS.Econ1.b.h            Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>	<p>L. Marketing Management</p> <p>Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas</p> <p>Promotion            Pricing            Selling</p>	<p><b>Grades 9-10</b>            RI.9-10.2,4,5,6,10            SL.9-10.1-6            L.9-10.1-6</p> <p><b>Grades 11-12</b>            RI.11-12.2,4,6,10            SL.11-12.1-6            L.11-12.1-6</p>

# JA Company Program

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Framework for Entrepreneur Education	Common Core ELA
<p><b>Topic: Supply Chain Workflow (Self-Guided)</b></p> <p>Students learn that a supply chain is the network established to gather components, manufacture a product, and distribute that product to consumers. responsibilities.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the function of a supply chain and the purpose of each link in the supply chain as it relates to company operations.</li> </ul>	<p>SS.Econ2.a.h Analyze the roles of the market for goods and services (product market) and the market for factors of production</p>	<p>NA</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4,7,10 W.9-10. 4,7 SL.9-10.1-6 L.9-10.1,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4,7,10 W.11-12. 4,7,10 SL.11-12.1-6 L.11-12.1-4 L.11-12.6</p>
<p><b>Meeting Twelve: Liquidate the Company</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the liquidation process for the company and the associated tasks.</li> <li>Demonstrate the liquidation process of a business by executing the tasks to complete the student company.</li> </ul>	<p>SS.Econ2.a.h Analyze the roles of the market for goods and services (product market)</p>	<p>F. Economics Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership</p> <ul style="list-style-type: none"> <li>Basic Concepts</li> <li>Cost-Profit Relationships</li> <li>Economic Indicators/Trends</li> </ul>	<p><b>Grades 9-10</b> RI.9-10.2,4,7,10 SL.9-10.1-4 L.9-10.1-4</p> <p><b>Grades 11-12</b> RI.11-12.2,4,10 SL.11-12.1-4 L.11-12.1-4</p>
<p><b>Meeting Thirteen: Create a Personal Plan of Action</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of networking related to your business and overall entrepreneurial success.</li> <li>Execute an introductory plan to initiate networking by determining immediate people and organizations you can connect with.</li> <li>Execute a personal action plan to detail the next steps you will take in your entrepreneurial journey.</li> </ul>	<p>NA</p>	<p>H. Professional Development Understands concepts and strategies needed for career exploration, development, and growth Career Planning Job-Seeking Skills</p>	<p><b>Grades 9-10</b> RI.9-10. 2,4,6,7,10 W.9-10. 4,6 SL.9-10 .1-2 L.9-10. 1-4,6</p> <p><b>Grades 11-12</b> RI.11-12. 2,4,6,7,10 SL.11-12.1-2 L.11-12.1-4,6</p>

# JA Company Program

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Framework for Entrepreneur Education	Common Core ELA
<p><b>Meeting Fourteen: Develop an Annual Report (Optional)</b></p> <p>During this optional meeting, students create an annual report as a summary of their student company experience.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe an annual report and its purpose.</li> <li>Develop a summary annual report project to complete the business venture experience.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p>NA</p>	<p><b>Grades 9-10</b>            RI.9-10. 2,4,6,10            W.9-10. 2,4-10            SL.9-10 .1-2, 4-6            L.9-10. 1-6</p> <p><b>Grades 11-12</b>            RI.11-12. 2,4,6,10            W.11-12. 2, 4-10            SL.11-12.1-2,4-6            L.11-12.1-6</p>

# JA Company Program Pop Up

## JA Company Program Correlation

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: Pop-Up Warm-Up</b></p> <p>This meeting introduces the Pop-Up program experience and reviews the milestones related to the project. The entrepreneurial mindset and characteristics are explored to guide students in envisioning the pop-up experience through the eyes of an entrepreneur. Finally, students review the primary business goal for the pop-up project and discuss how to set business success goals and personal growth goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain what a pop-up business is and its intended purpose.</li> <li>Document goals for the pop-up business in S.M.A.R.T. goal-writing format that reflect business planning elements.</li> <li>Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole</p>	<p>WCERS.CAR.4a.A: Utilize education, workplace, and extracurricular experiences to reevaluate one’s academic and career plan with trusted adults on a regular basis</p>	<p>Reading for Information RI.6 3,4,7 RI.7 3,4 RI.8 3,4</p> <p>Writing W.6.4 W.7.2.4 W.8.4</p> <p>Speaking and Listening SL.6.1,2 SL.7.1,2 SL.8.1,2</p> <p>Language L.6 1,2,3,4,6 L.7. 1-6 L.8 1-6</p>
<p><b>Session Two: Doing the Research</b></p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers’ needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the elements of the profit equation and understand how to calculate profit.</li> <li>Explain what a target audience is.</li> <li>Recognize the importance of the customers’ wants and needs related to the business’s goals.</li> <li>Identify appropriate market research techniques to use when collecting information.</li> </ul>	<p><b>Social Studies/Economics</b></p> <p>SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).</p>	<p>LIF.1.C: Take responsibility and accountability for actions, behaviors, and</p> <p>LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools. commitments.</p>	<p>Reading for Information RI.6 1,2,4,7 RI.7 1,4 RI.8 1,2,4</p> <p>Writing W.6 4,7,9 W.7 2,7,9 W.8 4,7,9</p> <p>Speaking and Listening SL.6 1,2,4 SL.7 1,2,4 SL.8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Three: Defining the Pop-Up Structure</b></p> <p>During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze market research data to make planning decisions about the pop-up business to maximize sales.</li> <li>Describe the different roles and responsibilities necessary to organize and run a pop-up business.</li> <li>Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team.</li> <li>Draft a timeline of tasks and associated due dates needed to meet the company's goals.</li> </ul>	<p><b>Social Studies/Economics</b> SS.Econ2.a.h</p> <p>Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).</p>	<p>CAR.1.A: Discover entrepreneurship pros and cons</p> <p>LIF.1.C: Take responsibility and accountability for actions, behaviors, and LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools. commitments.</p> <p>LIF.2.A: Develop respectful and supportive relationships with people who are similar to and different from oneself.</p>	<p>Reading for Information RI.6. 2,4,7 RI.7 2,4 RI.8 2,4</p> <p>Writing W.6-8 4,7,9</p> <p>Speaking and Listening SL.6-8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>
<p><b>Session Four: The Ps of Pop-Up</b></p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business.</li> <li>Identify the location for the pop-up business to include dates and hours of operation for the Place "P" detail of the marketing mix.</li> <li>Design an optimal layout for a pop-up business that will maximize sales.</li> </ul>	<p><b>Social Studies/Economics</b> SS.Econ2.a.h</p> <p>Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole.</p> <p>Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).</p>	<p>LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts</p> <p>.LIF.4.A: Identify and practice different leadership styles and team roles.</p>	<p>Reading for Information RI.6 2,3,4,7 RI.7-8 2,3,4</p> <p>Writing W.6 4 W.7 4 W.8 4</p> <p>Speaking and Listening SL.6-8. 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>



# JA Company Program Pop Up

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Five: Creating the Buzz</b></p> <p>This meeting focuses on selecting a price for the product or service, as well as promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will determine how to promote their business and will work on tasks for advertising.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Formulate the appropriate price for their product to achieve the pop-up store’s monetary goal.</li> <li>Design promotional strategies and materials to attract interest in the pop-up business.</li> </ul>	<p>NA</p>	<p>LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts</p>	<p>Reading for Information RI.6 1,2,3,4,7 RI.7 1,2,3,4 RI 8 1,2,3,4</p> <p>Writing W.6-8 4,7,9</p> <p>Speaking and Listening SL.6-8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>
<p><b>Session Six: Open for Business!</b></p> <p>In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operating. Additionally, they review and finalize all logistics necessary to launch and open the store.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Select appropriate sales strategies to use while interacting with customers during pop-up store sales.</li> <li>Practice excellent retail customer care skills to maximize the pop-up store’s sales potential to reach its business goals.</li> <li>Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule.</li> </ul>	<p>FM1.c.h Perform a cost-benefit analysis on a real-world situation.</p>	<p>LIF.4.B: Communicate a clear vision, and bring people together around shared goals to create positive, ethical change. LIF.4.C: Demonstrate effective team-building skills, and facilitate goal-oriented group processes with concern for the people involved.</p> <p>LIF.4.D: Lead strategic planning using project management principles.</p>	<p>Reading for Information RI.6-8 2,4</p> <p>Writing W.6-8 4</p> <p>Speaking and Listening SL.6 1,2,4 SL.7 4 SL.8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>

# JA Company Program Pop Up

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Seven: Pop-Up Wrap-Up</b></p> <p>This meeting guides students through the final tasks necessary to close the popup business, reconcile the finances, and determine the business’s final profit. Students will use the final metrics and the intangible lessons they learned to discuss best practices for future businesses and to assess whether they achieved their business and personal goals. Finally, students deliver the pop-up store’s proceeds to their charitable recipient and celebrate their accomplishments.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Complete the tasks to calculate final sales and profit and close out the business.</li> <li>Analyze final sales information and compare it to the pop-up business’s initial profit goal.</li> <li>Assess company and personal goals to determine successes and areas for improvement.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>FM2.e.h Describe how to incorporate philanthropic opportunities into personal financial goals.</p>	<p>LIF.4.B: Communicate a clear vision, and bring people together around shared goals to create positive, ethical change.</p> <p>LIF.4.C: Demonstrate effective team-building skills, and facilitate goal-oriented group processes with concern for the people involved.</p>	<p>Reading for Information RI.6 2,3,4,7 RI.7 2,3,4 RI.8 2,3,4</p> <p>Writing W.6-8 4</p> <p>Speaking and Listening SL.6-8 1,2,4</p> <p>Language L.6 1-6 L.7 1-6 L.8 1-6</p>

# JA Excellence Through Ethics

## JA Excellence Through Ethics Correlation

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Day of the Visit</b></p> <p>A business professional volunteer will speak to the students about ethics and lead self-assessment and ethics scenario activities.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define ethics.</li> <li>Evaluate personal values in ethical dilemmas.</li> <li>Articulate and identify the steps necessary to make ethical decisions.</li> <li>Recognize the importance of identifying and understanding personal values as a means of avoiding unethical choices.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.</p> <p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p>	<p>WCRS.LIF.1.A: Develop a strong social and cultural identity, and reflect on how it connects with career identity.</p> <p>WCRS.LIF.1.C: Take responsibility and accountability for actions, behaviors, and commitments.</p> <p>WCRS.LIF.2.A: Develop respectful and supportive relationships with people who are similar to and different from oneself.</p>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>
<p><b>Reflection Activity (Optional)</b></p> <p>Students will reflect and discuss their learnings after interacting with a local business professional.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Reflect on what they learned during their volunteer visit.</li> <li>Begin to understand ethical choices beyond the perspective of what they read in books.</li> <li>Give thoughtful consideration to “right” and “wrong” choices and examination of personal beliefs.</li> <li>Self-examine to develop a personal awareness of values to begin to see the disconnect between their words and actions.</li> <li>Strengthen the belief that ethics is an active ethos and start to develop a deeper commitment to living ethically.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> <p>SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p> <p><b>Personal Financial Literacy</b></p> <p>FM2.a.h Assess the impact of individual values and behaviors on financial decisions and goals.</p>	<p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts</p>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>
<p><b>Extended Learning Opportunities (Optional)</b></p> <p>Students can log on to the JA My Way website to learn more about ethics or have a debate about an ethical dilemma.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Work independently to discover more about ethics.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p>WCRS.LIF.1.A: Develop a strong social and cultural identity, and reflect on how it connects with career identity.</p> <p>WCRS.LIF.1.C: Take responsibility and accountability for actions, behaviors, and commitments.</p>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>

# JA High School Heroes

## JA High School Heroes Correlation

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Effective Civic Leadership.</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify qualities of a leader.</li> <li>Recognize the role of civic leadership in a community.</li> <li>Develop conflict-resolution skills.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>WCRS.LIF.4.A: Identify and practice different leadership styles and team roles.</p> <p>WCRS.LIF.2.A: Develop respectful and supportive relationships with people who are similar to and different from oneself.</p>	<p><b>Grades 9-10</b> RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>
<p><b>Presentation Skills and Classroom Management</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use strong presentation skills to communicate effectively.</li> <li>Develop classroom management practices.</li> <li>Recognize and use techniques that further teamwork and achieve group goals.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world</p>	<p>WCRS.LIF.4.B: Communicate a clear vision, and bring people together around shared goals to create positive, ethical change.</p> <p>WCRS.LIF.2.A: Develop respectful and supportive relationships with people who are similar to and different from oneself.</p> <p>WCRS.LRN.4.C: Use digital presentation applications to create and deliver a presentation.</p>	<p><b>Grades 9-10</b> RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>
<p><b>Critical Thinking and Problem Solving</b></p> <p>Students advance their critical thinking skills so that they can adapt quickly to new circumstances and develop successful solutions to problems.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use a problem-solving technique to solve personal and professional problems.</li> <li>Apply critical-thinking skills to work-based problems.</li> <li>Recognize that decisions have consequences.</li> </ul>	<p>NA</p>	<p>WCRS.LIF.3.A: Acquire and use intercultural and global knowledge and skills, including proficiency in languages of our local and global communities.</p> <p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p>	<p><b>Grades 9-10</b> RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>

# JA High School Heroes

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Reflection</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Implement objective criteria to self-evaluate</li> <li>• Recognize the value of constructive feedback and the growth mind-set</li> <li>• Develop a personal action plan.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p>WCERS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p> <p>WCERS.LIF.1.C: Take responsibility and accountability for actions, behaviors, and commitments.</p>	<p><b>Grades 9-10</b></p> <p>RI.9-10.1 W.9-10.2 W.9-10.4-7 SL.9-10.1-6 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b></p> <p>RI.11-12.1 RI.11-12.4 W.11-12.2-7 SL.11-12.1-2 L.11-12.1-2 L.11-12.6</p>

# JA Inspire Advanced

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: Career Interests and Your Path</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Consider their values, skills, and interests.</li> <li>• Take a Career Interest Inventory.</li> <li>• Relate their values, skills, interests, and Career Interest Inventory to future career opportunities.</li> </ul>	<p>NA</p>	<p>.CAR.2.A: Identify emerging and in-demand careers and entrepreneurship opportunities that align with personal interests, skills, and work values.</p> <p>CAR.1.B: Create future career and education goals that are informed by their personal:</p> <ul style="list-style-type: none"> <li>• interests</li> <li>• skills</li> <li>• work values</li> <li>• areas of strengths and challenges</li> <li>• aspirations and lifestyle choices</li> </ul>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Language L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Two: Career Planning and Your Path</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn why career planning is important.</li> <li>• Recognize career clusters.</li> <li>• Identify career clusters that match their skills and interests.</li> <li>• Identify requirements to obtain jobs in fields of interest.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>EE2.a.h Assess how people’s willingness and ability to plan for the future affects their decision to increase their education or job training in a dynamic and changing labor market.</p>	<p>.CAR.1.E: Use labor market information to determine how current and future job demand impacts salary and job availability.</p> <p>CAR.1.A: Discover:</p> <ul style="list-style-type: none"> <li>• career clusters and pathways</li> <li>• emerging and in-demand careers</li> <li>• postsecondary education and training options</li> <li>• entrepreneurship pros and cons</li> </ul> <p>CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime.</p> <p>.CAR.1.D: Understand the impacts of earning potential and the total cost of education or training on a chosen career pathway</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Writing W.4 W.5 W.6</p> <p>Language L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Advanced

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Three: Preparing to Meet Your Future</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand why it’s important to choose a career where they can be successful and develop a career plan.</li> <li>• Practice soft skills.</li> <li>• Recognize education and training requirements and opportunities for careers of interest.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>EE2.b.h Research and identify a job or field that may be high demand in the future based on emerging technologies. Assess employment trends and how those will impact future career paths.</p>	<p>LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p> <p>LIF.1.B: Manage emotions and behaviors effectively in academic and workplace situations.</p> <p>CAR.1.E: Use labor market information to determine how current and future job demand impacts salary and job availability.</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Language L.1 L.3 L.4 L.5 L.6</p>
<p><b>Session Four: Local Business Means Opportunity</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize traits of their local economy.</li> <li>• Identify common career clusters in their area and among JA Inspire Virtual exhibitors.</li> <li>• Create a list of exhibitors to visit during JA Inspire Virtual.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>EE2.b.h Research and identify a job or field that may be high demand in the future based on emerging technologies. Assess employment trends and how those will impact future career paths</p>	<p>CAR.2.A: Identify emerging and in-demand careers and entrepreneurship opportunities that align with personal interests, skills, and work values.</p> <p>CAR.2.A: Identify emerging and in-demand careers and entrepreneurship opportunities that align with personal interests, skills, and work values.</p>	<p>Reading for Information RI.1 RI.3 RI.4 RI.5</p> <p>Writing W.4 W.5 W.6</p> <p>Language L.1 L.2 L.3 L.4 L.6</p>

# JA Inspire Advanced

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Five: Learn from the Experts</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify relevant JA Inspire</li> <li>Virtual speakers and webinars to attend.</li> <li>Note facts about the speakers and topics of webinars they will attend.</li> <li>Develop questions to consider when watching the speakers and webinars.</li> </ul>		<p>WCRS.</p> <p>CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime.</p> <p>CAR.1.E: Use labor market information to determine how current and future job demand impacts salary and job availability</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Language</p> <p>L.1</p> <p>L.3</p> <p>L.4</p> <p>L.5</p> <p>L.6</p>
<p><b>Session Six: Welcome to JA Inspire Virtual</b></p> <p>Students attend the JA Inspire Virtual Career fair.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Visit exhibits at JA Inspire Virtual.</li> <li>Attend speeches and webinars at JA Inspire Virtual.</li> <li>Complete the What I Learned section of the chart from their Learn from the Experts worksheet.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>FM2.a.h</p> <p>Assess the impact of individual values and behaviors on financial decisions and goals.</p>	<p>WCRS. CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime.</p> <p>CAR.1.E: Use labor market information to determine how current and future job demand impacts salary and job availability.</p> <p>CAR.4a.B: Identify and access career resources and support systems both virtual and in-person.</p>	<p>Reading for Information</p> <p>RI.1</p> <p>RI.3</p> <p>RI.4</p> <p>RI.5</p> <p>Writing</p> <p>W.4</p> <p>W.5</p> <p>W.6</p> <p>Language</p> <p>L.1</p> <p>L.2</p> <p>L.3</p> <p>L.4</p> <p>L.6</p>



# JA Inspire Advanced

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Seven: JA Inspire Personal Reflection</b></p> <p>Students reflect on what they have learned and identify next steps to further define their academic choices and career path.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate personal goals and priorities based on their experience at the JA Inspire Virtual event.</li> <li>Identify next steps, including exploration of high school coursework and other research.</li> </ul>	<p><b>Personal Financial Literacy</b></p> <p>FM2.a.h Assess the impact of individual values and behaviors on financial decisions and goals.</p>	<p>WCRS. CAR.2.B: Compare the effect of personal income and student loan debt on financial goals.</p> <p>CAR.2.C: Evaluate the need for lifelong learning to navigate one’s career in a diverse and changing economy.</p> <p>CAR.3.A: Discuss and evaluate career area(s) of interest based on labor market information</p>	<p>Reading for Information</p> <p>RI.1 RI.3 RI.4 RI.5</p> <p>Language</p> <p>L.1 L.3 L.4 L.5 L.6</p>

# JA It's My Job (Soft Skills)

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Communicating About Yourself</b></p> <p>Students learn what their dress, speech, and listening skills communicate to others about them.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of manners as an element of professionalism.</li> <li>Identify language and style appropriate for the workplace.</li> <li>Listen actively for content, not to anticipate response.</li> </ul>	NA	<p><b>WCRS.</b></p> <p>LIF.1.A: Develop a strong social and cultural identity, and reflect on how it connects with career identity.</p> <p>LIF.1.B: Manage emotions and behaviors effectively in academic and workplace situations.</p> <p>LIF.1.C: Take responsibility and accountability for actions, behaviors, and commitments.</p> <p>LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success,</p>	<p><b>Grades 9-10</b> RI.9-10.1,4,11 SL.9-10.1-3 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1,4,11 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</p>
<p><b>Applications and Resumes</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify information necessary for a job application.</li> <li>Recognize key features and formatting of resumes.</li> <li>Use appropriate language for a resume.</li> </ul>	NA	<p><b>WCRS.</b></p> <p>CAR.4a.C: Learn how to create a professional network and understand the impact that one's professional brand and social media footprint have on future employability.</p> <p>CAR.4a.D: Acquire job-seeking skills, including interviewing, resume writing, and completing job applications.</p>	<p><b>Grades 9-10</b> RI.9-10.2 W.9-10.2,4,6 SL.9-10.1-2 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.2 W.11-12.2,4,6 SL.11-12.1-3 L.11-12.1-2 L.11-12.6</p>
<p><b>Interviewing for a Job</b></p> <p>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."</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify appropriate content for a personal brag sheet</li> <li>Adapt personal information to interview situations.</li> <li>Develop answers to common interview questions.</li> <li>Recognize appropriate professional dress and demeanor for a job interview.</li> </ul>	<p><b>Personal Financial Literacy</b> EE2.a.h Assess how people's willingness and ability to plan for the future affects their decision to increase their education or job training in a dynamic and changing labor market.</p>	<p><b>WCRS.</b></p> <p>CAR.4a.C: Learn how to create a professional network and understand the impact that one's professional brand and social media footprint have on future employability.</p> <p>CAR.4a.D: Acquire job-seeking skills, including interviewing, resume writing, and completing job applications.</p>	<p><b>Grades 9-10</b> RI.9-10.2 W.9-10.2,4,6 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p>

## JA It's My Job (Soft Skills)

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Cell Phones in the Workplace</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>Adapt cell phone behavior and functions for professional uses.</li> <li>Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	NA	<p><b>WCERS.</b></p> <p>LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools.</p> <p>LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p>	<p><b>Grades 9-10</b> RI.9-10.2 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p>
<p><b>Workplace Communication</b></p> <p>This session covers communication methods in the workplace. Activities focus on appropriate tone and topics for the workplace and communication strategies for collaborating effectively.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify and use an appropriate professional tone in workplace communication.</li> <li>Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>Enable cooperative and productive group interactions.</li> </ul>	NA	<p><b>WCERS.</b></p> <p>LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools.</p> <p>LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p>	<p><b>Grades 9-10</b> RI.9-10.2 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1,4,11 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p>
<p><b>Workplace Writing</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use proper spelling, grammar, and punctuation in the workplace.</li> <li>List best practices for effective business writing.</li> <li>Use clear language and appropriate style for written communication in the workplace.</li> <li>Identify important ideas and express them clearly and concisely in writing.</li> </ul>	NA	<p><b>WCERS.</b></p> <p>LRN.4.D: Use internet and common productivity applications to maximize communication, collaboration, and social interactions in a professional manner.</p>	<p><b>Grades 9-10</b> RI.9-10.2 W.9-10.2,4,6,10 SL.9-10.1-4 L.9-10.1-2 L.9-10.4</p> <p><b>Grades 11-12</b> RI.11-12.1,4,11 W.11-12.2,4,6,10 SL.11-12.1-4 L.11-12.1-2 L.11-12.6</p>

# JA Job Shadow

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: Finding Your Future</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the three Design for Delight innovation principles</li> <li>Correlate the Design for Delight innovation principles to the development of a personal career plan</li> <li>Explain career clusters and their relationship to career pathways, industries, and careers</li> </ul>	NA	<p>WCRS.CAR.1.A: Discover:</p> <ul style="list-style-type: none"> <li>career clusters and pathways</li> </ul> <p>WCRS.LRN.2.B: Use design thinking and valid research practices to develop solutions to authentic problems and opportunities.</p>	<p><b>Reading for Informational Text</b> 9-10 RI.1,2,4,6 11-12 RI 2,4,8</p> <p><b>Speaking and Listening</b> 9-12 SL.1,2</p> <p><b>Writing</b> 9-12 W.7</p> <p><b>Language</b> 9-12 L. 1-4</p>
<p><b>Session Two: Career Exploration &amp; Informational Interviews</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze which career options most closely relate to their interests, strengths, and skills</li> <li>Describe informational interviews and their relevancy to personal career exploration</li> <li>Develop questions for informational interviews to identify preferable careers</li> <li>Practice positive interview techniques and etiquette</li> <li>Research local individuals working in preferable careers (optional)</li> <li>Craft a personal elevator pitch (optional)</li> </ul>	NA	<p>WCRS.CAR.1.B: Create future career and education goals that are informed by their personal:</p> <ul style="list-style-type: none"> <li>interests</li> <li>skills</li> <li>work values</li> <li>areas of strengths and challenges</li> <li>aspirations and lifestyle choices</li> </ul> <p>WCRS.CAR.4a.D: Acquire job-seeking skills, including interviewing, resume writing, and completing job applications.</p>	<p><b>Reading for Informational Text</b> 9-10 RI. 1,2,4 11-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL.1-6</p> <p><b>Writing</b> 9-12 W. 4,6</p> <p><b>Language</b> 9-12 L. 1-6</p>

# JA Job Shadow

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Three: Job Site Visit</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Observe and analyze a company’s presentations to discern business mission, values, and functions</li> <li>Make ethical decisions related to a business scenario</li> <li>Conduct informational interviews</li> <li>Relate what was learned from a workplace visit to a personal career path</li> </ul>	NA	WCRS.CAR.4a.C: Learn how to create a professional network and understand the impact that one’s professional brand and social media footprint have on future employability.	<p><b>Reading for Informational Text</b> 9-10 RI. 1,2,4 11-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL.1,2,3,6</p> <p><b>Language</b> 9-12 L. 1-6</p>
<p><b>Session Four: Site Visit Reflection</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate personal career plan</li> <li>Create a resume</li> <li>Research local individuals working in preferable careers (optional)</li> <li>Create an online job search profile</li> <li>Write thank you notes</li> </ul>	NA	WCRS.CAR.3.C: Create and regularly update an academic and career plan for high school and for after high school, with trusted adults, that aligns with career area(s) of interest.	<p><b>Reading for Informational Text</b> 9-10 RI. 2,4,6 11-12 RI. 2,4,8</p> <p><b>Speaking and Listening</b> 9-12 SL. 1-4</p> <p><b>Writing</b> 9-10 W. 3,4,6 11-12 W.2,4,6</p> <p><b>Language</b> 9-12 L. 1-6</p>
<p><b>Session Five: Interviewing for a Job</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify common interview mistakes</li> <li>Investigate common job interview formats</li> <li>Practice job interviews from both the employer’s and applicant’s perspectives</li> <li>Prepare for job interview</li> <li>Plan and obtain job shadow commitment</li> </ul>	NA	WCRS.CAR.4a.D: Acquire job-seeking skills, including interviewing, resume writing, and completing job applications.	<p><b>Reading for Informational Text</b> 9-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL. 1-6</p> <p><b>Language</b> 9-12 L. 1-6</p>

# JA Job Shadow

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Six: Job Shadow Prep</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Research the job shadow subject’s company, employees, and industry</li> <li>• Develop questions for the job shadow experience</li> <li>• Distinguish between appropriate and inappropriate workplace behavior</li> <li>• Assess personal preparedness for the job shadow experience</li> </ul>	NA	<p>WCRS.CAR.1.E: Use labor market information to determine how current and future job demand impacts salary and job availability.</p> <p>WCRS.CAR.3.A: Discuss and evaluate career area(s) of interest based on labor market information such as long-term projections of total annual Job openings, salary ranges, and education costs.</p> <p>WCRS.CAR.4a.A: Utilize education, workplace, and extracurricular experiences to reevaluate one’s academic and career plan with trusted adults on a regular basis.</p>	<p><b>Reading for Informational Text</b> 9-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL. 1,2,4,6</p> <p><b>Writing</b> 9-12 W. 4,6,7</p> <p><b>Language</b> 9-12 L. 1-6</p>
<p><b>Session Seven: Job Shadow Experience</b></p> <p>In this session students visit a workplace and participate in an independent job shadow experience with the host(s) they identified.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Complete a job shadow experience</li> <li>• Observe and analyze a workplace to evaluate relevancy to personal career plan</li> <li>• Adapt behavior to a work environment</li> <li>• Develop professional networking contacts</li> </ul>	NA	<p>WCRS.CAR.4a.A: Utilize education, workplace, and extracurricular experiences to reevaluate one’s academic and career plan with trusted adults on a regular basis.</p> <p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p>	<p><b>Reading for Informational Text</b> 9-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL.1,2,3,6</p> <p><b>Language</b> 9-12 L. 1-6</p>
<p><b>Session Eight: Job Shadow Reflection &amp; Career Planning</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Analyze job shadow experience.</li> <li>• Re-evaluate personal career plan.</li> <li>• Demonstrate appropriate workplace etiquette.</li> </ul>	NA	<p>WCRS.CAR.4a.A: Utilize education, workplace, and extracurricular experiences to reevaluate one’s academic and career plan with trusted adults on a regular basis.</p> <p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p>	<p><b>Reading for Informational Text</b> 9-12 RI. 2,4</p> <p><b>Speaking and Listening</b> 9-12 SL.1,2,3,6</p> <p><b>Writing</b> 9-10 W. 3,4,6 11-12 2,4,6</p> <p><b>Language</b> 9-12 L. 1-6</p>

# JA Launch Lesson

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Optional Pre-Lesson Enhancements</b></p> <p>To prepare for the guest entrepreneur, consider these optional entrepreneurship-focused opportunities:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Determine their entrepreneur profile</li> <li>brainstorm possible products or services that meet product criteria</li> </ul>	NA	<p>WCRS.CAR.1.A: Discover:</p> <ul style="list-style-type: none"> <li>career clusters and pathways</li> <li>emerging and in-demand careers</li> <li>postsecondary education and training options</li> <li>entrepreneurship pros and cons</li> </ul>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>
<p><b>Day of the Visit</b></p> <p>Students engage in an inspirational experience that explores entrepreneurship and highlights the opportunities, challenges, and preparation required for successful participation in the global economy.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze a real-world example of entrepreneurship.</li> <li>Determine one next step that could lead to a new business venture.</li> </ul>	NA	<p>WCRS.CAR.2.A: Identify emerging and in-demand careers and entrepreneurship opportunities that align with personal interests, skills, and work values.</p>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>
<p><b>Extended Learning Opportunities (Optional)</b></p> <p>Students will reflect on and discuss their learnings after interacting with a local business professional.</p> <p>Students can log on to the JA My Way website to learn more about ethics or have a debate about an ethical dilemma.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Work independently to discover more about entrepreneurship.</li> </ul>	NA	<p>WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p>	<p><b>Grades 9-10</b> W.9-10. 4,7 SL.9-10 .1-2 L.9-10. 3-6</p> <p><b>Grades 11-12</b> W.11-12. 4,7 SL.11-12.1-2 L.11-12.3-6</p>

# JA Personal Finance 2.0

## JA Personal Finance 2.0 Correlation

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: Earning, Employment, and Income</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain how values, priorities, and educational goals can affect career decisions.</li> <li>• Identify employment options that align with your priorities and values.</li> <li>• Recognize how your financial decisions can affect others.</li> <li>• Use healthy relationship behaviors to discuss shared financial decisions.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>FM2.a.h Assess the impact of individual values and behaviors on financial decisions and goals.</p> <p>FM2.b.h Evaluate strategies individuals use to manage emotions impacting financial decisions.</p> <p>EE2.a.h Assess how people’s willingness and ability to plan for the future affects their decision to increase their education or job training in a dynamic and changing labor market.</p>	<p>WCRS.CAR.1.C: Understand that making career and education decisions will evolve in an ever-changing world of work throughout their lifetime.</p> <p>WCRS.CAR.1.D: Understand the impacts of earning potential and the total cost of education or training on a chosen career pathway.</p> <p>WCRS.CAR.3.A: Discuss and evaluate career area(s) of interest based on labor market information such as long-term projections of total annual job openings, salary ranges, and costs of postsecondary education and training.</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.4 9-12.RI.6 9-12.W.3-4 9-12.SL.1-3 9-12.L.1-4</p>
<p><b>Session Two: Budgeting</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance of making and keeping a budget or spending plan.</li> <li>• Identify categories of expenses on a budget.</li> <li>• Explain how to use a budget to clarify shared financial decisions with another person.</li> <li>• Prioritize expense categories on a budget.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>MM1.a.h Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.</p>	<p>WCRS.LIF.1.C: Take responsibility and accountability for actions, behaviors, and commitments.</p> <p>WCRS.LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools.</p> <p>WCRS.LIF.1.E: Apply strategies to care for one’s physical and mental health while participating in social, academic, and career activities.</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.1 <u>RI</u> 4 9-12.RI.6 9-12.W.4 9-12.SL.1-3 9-12.L.1-4</p>



# JA Personal Finance 2.0

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Three: Savings</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize reasons for saving.</li> <li>Explain how saving can help you earn interest instead of paying interest.</li> <li>Use strategies to achieve a saving goal.</li> <li>Recognize unhealthy relationship behaviors related to saving.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>SI1.a.h Demonstrate how to manage savings accounts- both manually and electronically, including reconciliation.</p> <p>Determine the [opportunity cost] in relation to a saving plan (e.g., [inflation or taxes]).</p> <p>Compare and contrast the benefits of pay yourself first and living paycheck to paycheck strategies on financial outcomes.</p>	<p>WCRS.LIF.1.C: Take responsibility and accountability for actions, behaviors, and commitments.</p> <p>WCRS.LIF.1.D: Acquire the habits, skills, and mindsets that form the basis for academic and career success, including the use of digital tools.</p> <p>WCRS.LIF.1.E: Apply strategies to care for one’s physical and mental health while participating in social, academic, and career activities.</p> <p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.4</p> <p>9-12.RI.6</p> <p>9-12.W.3-4</p> <p>9-12.SL.1-2</p> <p>9-12.SL.4</p> <p>9-12.L.1-4</p>
<p><b>Session Four: Credit and Debt</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Differentiate between credit and debt.</li> <li>Recognize the factors that affect an individual’s credit score and credit history.</li> <li>Recognize the consequences of a low credit score.</li> <li>Recognize the impact of sharing credit cards or cosigning for loans.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>CD1.a.e Analyze uses of credit that provide financial and personal benefits. Predict why someone would make a purchase using credit instead of cash.</p> <p>CD1.c.h Evaluate options for payment on credit cards and the consequences of each option. Compare different debt payment methods.</p> <p>CD2.a.h Analyze the impact of using a credit card versus debit card as it relates to money management. CD2.c.h Analyze factors affecting a credit score and creditworthiness.</p> <p>RM11.b.h Evaluate examples of personal financial decisions that prevent consumers from acquiring necessary goods and services (e.g., ability to acquire with cash or credit based upon credit score).</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2: Critical thinking and problem-solving Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.</p> <p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p> <p>WCRS.LIF.2.C: Demonstrate openness to providing and accepting feedback.</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.1</p> <p>9-12.RI.4</p> <p>9-12.RI.6</p> <p>9-12.SL.1-3</p> <p>9-12.L.1</p> <p>9-12.L.3-4</p>

# JA Personal Finance 2.0

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Five: Consumer Protection</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>List ways to protect online information.</li> <li>Recognize how a credit report can help identify suspicious activity related to your finances.</li> <li>Recognize risks involved with sharing finances.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>FM3.a.h Choose an effective means to manage and protect passwords for multiple online accounts.</p> <p>Develop strategies to guard against and respond to malicious threats including viruses, phishing, and identity theft, and recognize the importance of security protocols.</p> <p>Research ways online transactions, online banking, email scams, and telemarketing calls can make a person vulnerable to identity theft.</p>	<p>WCRS.LIF.2.B: Communicate and collaborate with others, using various modes of communication, across languages, cultures, and contexts.</p> <p>WCRS.LIF.2.C: Demonstrate openness to providing and accepting feedback.</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.W.4 9-12.SL.1 9-12.SL.3-4 9-12.L.1-4</p>
<p><b>Session Six: Smart Shopping</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the factors necessary for making an informed purchase.</li> <li>Compare and contrast prices and data when making a purchase decision.</li> <li>Calculate savings gained through smart shopping.</li> </ul>	<p><b>NA</b></p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.4 9-12.RI.6 9-12.SL.2 9-12.L.3</p>
<p><b>Session Seven: Risk Management</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the risk of financial loss as an everyday reality for everyone.</li> <li>Recognize risk management strategies and apply them appropriately.</li> <li>Understand the role of personal responsibility in preventing financial loss.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>RMI1.b.h Evaluate examples of personal financial decisions that prevent consumers from acquiring necessary goods and services (e.g., ability to acquire with cash or credit based upon credit score).</p>	<p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6</p>

# JA Personal Finance 2.0

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Eight: Investing</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate investments with different levels of risk and reward.</li> <li>Describe the role that compound interest plays in wealth over time.</li> <li>Recognize that investment options carry different levels of risk and reward.</li> <li>Analyze the risk tolerances for different investment strategies.</li> <li>Recognize the importance of practicing healthy relationship behaviors in shared investment decisions.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>S12.ah. Evaluate the effect of compounding earned interest on investments.</p> <p>Compute time value of money (TVM) principles</p> <p>.S11.c.h Determine the best options to achieve specific short- and long-term personal saving goals.</p> <p>Compare and contrast financial services and products to achieve personal saving goals.</p> <p>SI1.d.h Compare and contrast the opportunity cost and reward of basic saving options (e.g., savings accounts, money market accounts, or certificates of deposit). Evaluate the effect of compound interest on savings options.</p> <p>Compare the risk, return, and liquidity of various investment alternatives contrasting a range of short-term and long-term investment strategies.</p>	<p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p> <p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions</p>	<p><b>Grades 9-12</b></p> <p>9-12.RI.1 9-12.RI.4 9-12.RI.6 9-12.SL.1 9-12.SL.2 9-12.SL.3 9-12.SL.4 9-12.L.4</p>
<p><b>Session Nine: Credit Cards (Optional: Self-Guided)</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define the term “credit card.”</li> <li>Understand the difference between a credit card and a debit card.</li> <li>Discuss the reasons to use—and not to use—a credit card.</li> <li>Describe how using a credit card can impact your credit rating for better or worse.</li> <li>Discuss some of the pros and cons of sharing a credit card.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>CD1c.h Evaluate options for payment on credit cards and the consequences of each option.</p> <p>Compare different debt payment methods.</p> <p>Calculate the total cost of repaying a loan under various rates of interest and over different time periods.</p> <p>CD2.a.h Analyze the impact of using a credit card versus debit card as it relates to money management.</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2: Critical thinking and problem-solving Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.</p>	<p><b>Grades 9-10</b></p> <p>RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b></p> <p>RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p>

# JA Personal Finance 2.0

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Ten: Debt Management (Optional: Self-Guided)</b></p> <p>These 10-minute, student self-guided activities include lessons on bankruptcy, loans, managing debt, defaulting on loans, and consumer credit counselling.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the process, purpose, and outcomes of declaring bankruptcy.</li> <li>Identify the different types of bankruptcy.</li> <li>Evaluate the pros and cons of declaring bankruptcy in different situations.</li> <li>Analyze the impact of bankruptcy when debt is shared.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>CD1.d.h Investigate the purpose and types of bankruptcy, including its possible negative effects on assets, employability, credit availability, cost of credit, and lenders.</p> <p>Explore strategies that may be used to avoid bankruptcy and what debt may not be discharged through bankruptcy.</p> <p>Investigate common life situations that lead to financial difficulty and bankruptcy.</p> <p>Evaluate the methods that debt collectors take in recovering collateral from borrowers.</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2: Critical thinking and problem-solving Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p>
<p><b>Session 11: Net Worth (Optional: Self-Guided)</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define net worth.</li> <li>Explore the process of determining net worth.</li> <li>Summarize the different types of net worth.</li> <li>Investigate the significance of shared net worth.</li> <li>Calculate personal net worth.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>CD2a.h Analyze the effect of debt on a person’s net worth.</p> <p>FM2.d.h Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, or net worth).</p> <p>SI2.a.h Explain the role of revenue generating assets in building net worth (e.g., real estate or entrepreneurship).</p> <p>SI2.c.h Assess various means of building net worth.</p> <p>SI2.a.h Explain the role of revenue generating assets in building net worth (e.g., real estate or entrepreneurship).</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2: Critical thinking and problem-solving Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p>

# JA Take Stock in Your Future

## JA Take Stock in Your Future Correlation

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session One: Understanding Stocks</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between private and public companies.</li> <li>• Explain how and why people invest in corporations when they purchase stocks.</li> <li>• Identify why companies issue stock.</li> <li>• Explain how stocks can increase and decrease in value.</li> <li>• Identify the steps in the process for buying and selling stocks on the stock market.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2: Critical thinking and problem-solving Develop the motivation and acquire the critical thinking and creative problem-solving skills needed to prepare for future education and careers.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 SL.9-10.1,2,3 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 SL.11-12.1-3 L.11-12.1-6</p>
<p><b>Session Two: Stock Trading</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Discuss the impact that economic events have on stock prices and supply and demand.</li> <li>• Analyze the data in a stock table.</li> <li>• Practice following the process for buying and selling stocks on the stock market.</li> </ul>	<p>SI2.b.h Describe a range of investment vehicles (short-term and long-term) for buying and selling investments.</p> <p>Explain the concept of asset allocation, associated fees, and their effect on the rate of return.</p>	<p>WCRS.LRN.1.B: Recognize academic strengths and challenges, and utilize digital tools in order to create, track, and manage academic goals.</p> <p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4,6 SL.9-10.1-3 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4,6,7 SL.11-12.1-3 L.11-12.1-6</p>
<p><b>Session Three: Exploring Dividends</b></p> <p>Students analyze today's stock market and explore the concept of dividends. Students analyze their fictitious stock portfolio and calculate their dividend payments.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Analyze how current events are affecting stock prices.</li> <li>• Demonstrate an understanding of how cash dividends are earned and calculated.</li> <li>• Evaluate the success of a fictitious stock portfolio in relation to market events.</li> </ul>	<p>SI2.c.m Analyze the difference between dividends and capital gains.</p>	<p>WCRS.LRN.1.B: Recognize academic strengths and challenges, and utilize digital tools in order to create, track, and manage academic goals.</p> <p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 SL.9-10.1-2 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 SL.11-12.1 L.11-12.1-6</p>

# JA Take Stock in Your Future

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Session Four: Best-in-Class Competition</b></p> <p>Students put their new stock market knowledge and skills into practice as they compete to win an in-class competition. This session is designed to be flexible based on students' grade level and experience, plus the online stock market simulation tool selected by local JA Areas.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Implement knowledge of how to buy and sell stocks.</li> <li>• Apply knowledge of how current events can impact stock prices.</li> <li>• Evaluate the possible trade-off for each stock decision, prior to committing to the decision.</li> <li>• Communicate and collaborate effectively within a team to successfully implement game strategies</li> </ul>	<p>No state standards for this topic- see National Standards for Financial Literacy at <a href="http://national-standards-for-financial-literacy.pdf">national-standards-for-financial-literacy.pdf</a> (<a href="http://councilforeconed.org">councilforeconed.org</a>)</p>	<p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4,6 SL.9-10.1,2,3 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4,6 SL.11-12.1-3 L.11-12.1-6</p>
<p><b>Session Five: Planning for the Future</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast real vs. simulated stock markets</li> <li>• Identify various asset classes and assess the risks of each</li> <li>• Develop a personal financial plan</li> <li>• Reflect on your learning and growth throughout the program</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>	<p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p> <p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.2,4,5,6 SL.9-10.1,2,4 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 SL.11-12.1,2,3,4 L.11-12.1-6</p>
<p><b>Analyzing Initial Public Offerings (IPOs)</b></p> <p>Students learn some of the factors that investors consider when selecting an IPO for investment.</p> <p><b>Students will:</b></p> <p>Identify the factors to consider when deciding whether to invest in an IPO</p>	<p>NA</p>	<p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p> <p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6,7 L.9-10.1-6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 W.11-12.4,6,7. L.11-12.1-6</p>

# JA Take Stock in Your Future

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Comparing Investment Channels</b></p> <p>Students learn about several ways in which investors buy and sell stocks, uncovering the upsides and downsides of each method.</p> <p><b>Students will:</b></p> <p>Compare the advantages and disadvantages of buying and selling investments through various channels.</p>	<p>SI2.b.h Describe a range of investment vehicles (short-term and long-term) for buying and selling investments</p>	<p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p> <p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p>	<p><b>Grades 9-10</b> RI.9-10.1,4 W.9-10.4,6 L.9-10.3-6</p> <p><b>Grades 11-12</b> RI.11-12.1,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>Data Gathering</b></p> <p>Students learn where investors can find detailed information about companies and how to evaluate each source of information.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify what resources investors use to make informed investment decisions.</li> <li>Express why investors research companies before making investment decisions.</li> </ul>	<p>NA</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>Diversification and Risk</b></p> <p>Students learn that, even though individual investors may have different risk tolerances, smart investors always seek to minimize their risk by diversifying their portfolios.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify different levels of risk tolerance.</li> <li>Express how and why investors use diversification to minimize risk.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>	<p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4-7 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4-7 L.11-12.1,2,4,6</p>
<p><b>Evaluating Your Financial Plan</b></p> <p>Students learn how to review their financial plans and select investments that meet stated goals.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Review and evaluate their financial plans.</li> <li>Select possible investments that meet the goals of the financial plan.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>	<p>WCRS.LRN.1.B: Recognize academic strengths and challenges, and utilize digital tools in order to create, track, and manage [academic] goals.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.2,4,6,7 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.2,4,6 L.11-12.1,2,4,6</p>



# JA Take Stock in Your Future

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Factors That Influence Stock Prices</b></p> <p>Students learn the basics of supply and demand in the stock market, explore factors that impact stock price, and read and respond to scenarios related to determining stock price.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explain how supply and demand govern the price of a stock when it is traded on a stock market.</li> <li>• Describe the factors that can influence stock price.</li> </ul>	<p><b>Economics</b></p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.</p> <p>Use economic indicators to analyze the current and future state of the economy.</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 L.11-12.1,2,4,6</p>
<p><b>Financial Watchdogs</b></p> <p>Students learn about several groups who oversee the financial sector, set and enforce the policies and laws regulating it, and protect investors.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the protections provided to investors by market regulatory agencies that oversee financial markets, products, and professionals.</li> </ul>	<p>SI2.e.h Determine information, assistance, and protection that individual investors can receive (e.g., Securities and Exchange Commission, Financial Industry Regulatory Authority, Consumer Financial Protection Bureau, or State Securities Administrators).</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 SL.9-10.2,4 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4,7 SL.11-12.2,4 L.11-12.1,2,4,6</p>
<p><b>Investing for the Long Term</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the value of and benefits associated with long-term investments.</li> <li>• Express the risks associated with day trading and short-term investments.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>My Stock Portfolio</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Apply research-based investment decisions.</li> <li>• Practice following the process for buying and selling stocks.</li> </ul>	<p><b>Personal Finance Literacy</b></p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p> <p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.6-9 L.9-10.1,2,3,4,6</p> <p><b>Grades 11-12</b> RI.11-12.2,4 W.11-12.6-9 L.11-12.1,2,3,4,6</p>



# JA Take Stock in Your Future

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Preparing for the JA Stock Market Challenge</b></p> <p>Students learn about the JA Stock Market Challenge and review the big ideas about stocks and the stock market.</p> <p><b>Students will:</b></p> <p>Review the big ideas about investing, specifically stocks and stock trading.</p> <p>Prepare for the JA Stock Market Challenge.</p>	<p><b>Personal Finance Literacy</b></p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>	<p>NA</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4,7 SL.9-10.2,4 L.9-10.1,2,3,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4,7 SL.11-12.2,4 L.11-12.1,2,4,6</p>
<p><b>Private vs. Public Companies</b></p> <p>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.</p> <p><b>Students will:</b></p> <p>Demonstrate an understanding of the differences between private and public companies as they relate to company ownership.</p> <p>Explain why a company would remain private or go public.</p>	<p>No state standards for this topic- see National Standards for Financial Literacy at <a href="http://national-standards-for-financial-literacy.pdf">national-standards-for-financial-literacy.pdf</a> (<a href="http://councilforeconed.org">councilforeconed.org</a>)</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p> <p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>Setting Stock Prices &amp; Trading Stock</b></p> <p>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.</p> <p><b>Students will:</b></p> <p>Identify how a stock's price is set during a company's initial public offering.</p> <p>Identify the steps in the process for buying and selling stocks on a stock exchange.</p>	<p>NA</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p> <p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p> <p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 L.11-12.1,2,4,6</p>

# JA Take Stock in Your Future

Session Descriptions	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA
<p><b>Smart Investing</b></p> <p>Students learn the basics of stock market investing, read and respond to scenarios about investing, and are introduced to three investing strategies.</p> <p><b>Students will:</b></p> <p>Recognize basic principles of investing in stocks. List strategies for smart investing.</p>	<p><b>Personal Finance Literacy</b></p> <p>SI2.d.h Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.</p>	<p>WCRS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCRS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 SL.9-10.2,3 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 SL.11-12.2,3 L.11-12.1,2,4,6</p>
<p><b>Taxes and the Stock Market</b></p> <p>Students learn about short- and long-term capital gains and the ways in which they are taxed differently, depending upon income.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Examine how short- and long-term capital gains are taxed.</li> </ul>	<p>SI2.e.h Compare and contrast the advantages of taxable, tax deferred and tax-advantaged investments for new savers, [including Roth IRAs and employer-sponsored retirement vehicles]</p>	<p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>
<p><b>The Animals of the Stock Market</b></p> <p>Students learn terms and jargon commonly used by investors when talking about investing and the stock market.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express terms that describe people, events, and situations linked to investing</li> </ul>	<p>NA</p>	<p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p><b>Grades 9-10</b> RI.9-10.1,2,4 W.9-10.4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.1,2,4 W.11-12.4,6 L.11-12.1,2,4,6</p>

# JA Titan

## JA Titan Correlation

Session Details	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA	Common Core Math
<p><b>Tutorial: Getting Ready for Business*</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize and correctly express the program’s key terms.</li> <li>Predict and identify various business trade-offs based on business decisions.</li> <li>Apply business decisions that indicate an understanding of the importance of profit to the success of a business.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p>	<p>WCRS.LRN.1.D: Be eager and willing to learn new knowledge and skills.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.4,8 SL.9-10.1,2,4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI-11-12.2,3,4,7 W.11-12.4,8 SL.11-12.1,2,4,6 L.11-12.1,2,4,6</p>	<p>NA</p>
<p><b>Competition Prep: Freestyle Exploration</b></p> <p>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.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply the profit equation: profit equals total revenue minus total costs.</li> <li>Apply the concept of pricing based on costs, productivity, and profit.</li> <li>Demonstrate an understanding that companies are constrained by limited resources.</li> <li>Evaluate the possible trade-offs for each business decision before committing to the decision.</li> <li>Use a budget as a strategy to monitor income, expenses, and other financial records.</li> <li>Identify potential customers and their preferred phone features to increase profitability.</li> <li>Identify a new phone feature to be developed to potentially increase profits.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p>	<p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p> <p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes by utilizing technology.</p> <p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p> <p>WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4 W.9-10.4,8 SL.9-10.1,2 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI-11-12.3,7 W.11-12.4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,3,4,6</p>	<p><b>Math HS</b></p> <p>1, 2, 4, 5, 6, 7, 8</p>

# JA Titan

Session Details	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA	Common Core Math
<p><b>Competition Prep: How to Play JA Titan</b></p> <p>Students learn key terms and concepts for the simulation: budget, cash-on-hand, CEO, expenses, income statement, price, and production.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express and use the program’s key terms.</li> <li>Use a budget as a strategy to monitor income, expenses, and other financial records.</li> <li>Demonstrate an understanding that businesses are constrained by limited resources.</li> <li>Express the importance of profit to the success of a business.</li> <li>Practice using the features and functionality of the simulation interface.</li> </ul>	NA	<p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p> <p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes by utilizing technology.</p>	<p><b>Grades 9-10</b> RI.9-10.4 SL.9-10.1-2 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.3,4 W.11-12.4,8 SL.11-12.1 L.11-12.1,2,3,4,6</p>	<p><b>Common Core HS Math</b> 1.2.4.5.6.7</p>
<p><b>Competition Prep: Exploring Production</b></p> <p>Students focus on the interconnected aspects of profit, price, cost, and production.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the profit equation.</li> <li>Describe how price is determined by cost plus markup. Express the importance of profit to the success of a business.</li> <li>Practice using the features and functionality of the simulation interface.</li> </ul>	<p><b>Social Studies</b> SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.</p>	<p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes by utilizing technology.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4,8 W.9-10.4,8 SL.9-10.1,2,3,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.2,3,4,7 SL.11-12.1,2,3,6 L.11-12.1,2,4,6</p>	<p><b>Statistics &amp; Probability</b> CC.2.4.HS.B.3 CC.2.4.HS.B.5</p> <p><b>Mathematical Practices</b> 1-8</p>
<p><b>Competition Prep: Examining R&amp;D and Marketing</b></p> <p>Students focus on the impact R&amp;D and marketing can have on the product and the profits.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe why R&amp;D and marketing expenses are investments.</li> <li>Express how R&amp;D and marketing decisions support the success of a company.</li> <li>Practice using the features and functionality of the simulation interface.</li> </ul>	<p><b>Social Studies</b> SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system. SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.</p>	<p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p> <p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes by utilizing technology.</p>	<p><b>Grades 9-10</b> RI.9-10.2,4,8 W.9-10.4 SL.9-10.1,2,3,4,6 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI.11-12.2,3,4,7 W.11-12.4,8 SL.11-12.1,2,3,4,6 L.11-12.1,2,4,6</p>	<p><b>Mathematical Practices</b> 1-8</p>

# JA Titan

Session Details	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA	Common Core Math
	<p>Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices.</p>			
<p><b>Competition Prep: Considering Economic Factors</b></p> <p>Students explore economic circumstances under which they may implement different strategies in preparation of the alternative scenario games available in the simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express and use the program's key terms.</li> <li>Express the importance of profit to a business's success.</li> <li>Evaluate and select the optimal business-based choices using the resources available.</li> <li>Recognize that shocks to demand or supply affect business management decisions.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p> <p>SS.Econ2.b.h Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.</p>	<p>WCERS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCERS.LRN.2.A: Find and use unbiased, rational information to defend ideas and make decisions.</p> <p>WCERS.LRN.2.B: Use design thinking and valid research practices to develop solutions to authentic problems and opportunities</p>	<p><b>Grades 9-10</b> RI.9-10.2.4 SL.9-10.2 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI-11-12.2,3,4,7 SL.11-12.1,2,3,4,6 L.11-12.1-3</p>	<p><b>Mathematical Practices</b></p> <p>1-8</p>
<p><b>Competition Prep: Presenting the JA Titan of Business Competition</b></p> <p>In this game-based session, students compete as businesses to see which will be crowned the JA Titan of Industry.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the importance of profit to the success of a business.</li> <li>Apply the profit equation: profit equals total revenue minus total costs.</li> <li>Demonstrate an understanding that companies are constrained by limited resources.</li> <li>Evaluate the possible trade-offs for each business decision before committing to the decision.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p>	<p>WCERS.LRN.1.C: Learn how academic skills and content can be applied in various careers and workplace settings.</p> <p>WCERS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p> <p>WCERS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes by utilizing technology.</p>	<p><b>Grades 9-10</b> RI.9-10.2.4 SL.9-10.2 L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b> RI-11-12.2,3,4,7 SL.11-12.1,2,3,4,6 L.11-12.1-3</p>	<p><b>Mathematical Practices</b></p> <p>1-8</p>

# JA Titan

Session Details	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA	Common Core Math
<ul style="list-style-type: none"> <li>Use a budget as a strategy to monitor income, expenses, and other financial records.</li> <li>Identify potential customers and their preferred phone features to increase profitability.</li> <li>Identify a new phone feature to be developed to potentially increase profits.</li> <li>Additionally, depending on the simulation settings selected, students may:</li> <li>Apply debt financing for profitability.</li> <li>Express the benefits to a business of making intentional, positive CSR decisions for the business, its employees, and the community.</li> </ul>		<p>WCRS.LRN.3.B: Develop the confidence to take risks and build a tolerance for ambiguity.</p>		
<p><b>Deep Dive: Research &amp; Development*</b></p> <p>This session provides a deeper exploration and study of R&amp;D concepts.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the importance of R&amp;D to the continued profitability of a business.</li> <li>Identify a new feature to be developed for a smartphone that would potentially increase profits and practice working through the product design phase.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision-making.</p> <p>Differentiate between and calculate revenue and profit for a given firm.</p>	<p>WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p> <p>WCRS.LRN.2.B: Use design thinking and valid research practices to develop solutions to authentic problems and opportunities.</p>	<p><b>Grades 9-10</b>            RI.9-10.2,4,8            W.9-10.2,4,8            SL.9-10.1,2,3,4,6            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            RI.11-12.2,3,4,7            W.11-12.2,4,8            SL.11-12.1,2,3,4,6            L.11-12.1,2,3,6</p>	<p><b>Mathematical Practices</b></p> <p>1-8</p>
<p><b>Deep Dive: Marketing*</b></p> <p>This session provides a deeper exploration and study of marketing concepts.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the importance of marketing as an investment in the continued profitability of a business.</li> <li>Apply the Four Ps of Marketing (product, place, price, and promotion) to a marketing plan to potentially increase a company's profits.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Econ1.b.h Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>	<p>WCRS.LRN.2.C: Develop persistence, initiative, and self-direction in problem-solving and goal attainment.</p> <p>WCRS.LRN.4.D: Use internet and common productivity applications to maximize communication, collaboration, and social interactions in a professional manner.</p>	<p><b>Grades 9-10</b>            RI.9-10.2,4,8            W.9-10.2,4,8            SL.9-10.1,2,3,4,6            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            RI.11-12.2,3,4,7            W.11-12.2,4,8            SL.11-12.1,2,3,4,6            L.11-12.1,2,3,6</p>	<p><b>Mathematical Practices</b></p> <p>1-8</p>

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Session Details	Social Studies and Personal Finance Standards	Wisconsin Standards for Career Readiness	Common Core ELA	Common Core Math
<p><b>Deep Dive: Corporate Social Responsibility*</b></p> <p>In this session, students analyze how a company can be a good community partner and socially responsible, culminating in a case study to explore how investing in CSR and being a good corporate citizen can impact a business and its many stakeholders.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express how a business, its employees, and the community all benefit when the business makes intentional, positive CSR decisions.</li> <li>Resolve an ethical business dilemma between a business’s responsibilities of profit versus its responsibilities to various stakeholders, including employees, customers, and the community.</li> </ul>	<p><b>Social Studies</b></p> <p>SS.Econ3.a.h Assess how decisions about spending and production made by households, businesses, and governments determine the country’s levels of income, employment, and prices.</p> <p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p>	<p>WCRS.LRN.3.A: Express creatively, think critically, and produce innovative products and processes by utilizing technology.</p> <p>WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p>	<p><b>Grades 9-10</b>            RI.9-10.2,4,8            W.9-10.2,4,7,8            SL.9-10.1,2,3,4,6            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            RI-11-12.2,3,4,7            W.11-12.2,4,8            SL.11-12.1,2,3,4,6            L.11-12.1,2,3,6</p>	<p>NA</p>
<p><b>Deep Dive: Daily Business Operations Speaker Session*</b></p> <p>In this volunteer-led session, a volunteer presents how his/her own business knowledge applies and relates to the business concepts in the simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize real-world applications of the terms and concepts from the game through a volunteer guest speaker presentation.</li> </ul>	<p>NA</p>	<p>WCRS.LRN.3.C: Understand entrepreneurial processes, basic business functions, and how entrepreneurship applies to various industries.</p>	<p><b>Grades 9-10</b>            SL.9-10.1-3            L.9-10.1,2,4,6</p> <p><b>Grades 11-12</b>            SL.11-12.1-3            L.11-12.1,2,3,6</p>	<p>NA</p>