

# A Correlation: Colorado

## Academic Standards and Junior Achievement High School Programs

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Updated January 2026

Colorado [Essential Skills](#), 2018

Colorado Academic Standards for [Social Studies](#), 2022

Colorado Academic Standards for [Financial Literacy](#), 2022

Colorado Academic Standards for [Mathematics](#), 2020

Colorado Academic Standards for [Reading, Writing, and Communicating](#), 2020

Junior Achievement USA

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# Overview

Junior Achievement (JA) 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, all JA learning experiences incorporate grade level reading, speaking, and listening skills. 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, JA learning experiences are correlated to Colorado Essential Skills and Colorado Academic Standards for Social Studies, Financial Literacy, Mathematics, and Reading, Writing and Communicating. 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](#)<sup>®</sup> allows students to consider their needs and wants for their first automobile.

[JA Be Entrepreneurial](#)<sup>®</sup> (modular) is a reimagined, modular program that teaches students about the mindset and skills needed for success by aspiring entrepreneurs and innovators.

- [JA Creative Problem Solving](#)<sup>®</sup> module: students learn and apply design thinking, an innovative problem solving process used by entrepreneurs, and intrapreneurs.
- [JA Think Like An Entrepreneur](#)<sup>®</sup> module: students learn about the characteristics of entrepreneurs, analyze profiles of real-world entrepreneurs, conduct a self-assessment, and develop a personal action plan.
- [JA Be Entrepreneurial Rapid Business Planning](#)<sup>®</sup> module: students learn how to implement a lean business plan.

[JA Career Exploration Fair](#)<sup>®</sup> is an event during which students learn about a range of career options across multiple career clusters.

[JA Career Speaker Series](#)<sup>®</sup> brings a volunteer guest speaker into the classroom to share information about his or her career, work, and education experience.

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

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

[\*JA Titan®\*](#) 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®

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session One: All About Cars</b></p> <p>Students consider their needs and wants for their first automobile. They complete a self-assessment to identify factors that could affect their car choices and prioritize their needs and wants. Students learn about different ways to pay for a car and compare the costs of buying versus leasing. Students decide whether buying or leasing a car is the best option for them, and they search for cars that meet their needs and budget.</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 driving 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>Standard 3. Economics</b>            SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments. Including but not limited to: cost vs. benefits, thinking at the margin, incentives matter, trade makes people better off, and future consequences count.</p> <p><b>Standard 5: Personal Financial Literacy</b>            SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p> <p>HS 5.3.a. Analyze how inflation and cost of living impact consumer purchasing and saving power.</p> <p>SS.HS.5.3.b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs, and tradeoffs. For example: Comparing student, auto, home, and payday loans.</p> <p>SS.HS.5.3.g. Summarize the advantages and disadvantages of leasing versus purchasing automobiles, homes, and other large purchases.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>● Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> <li>● Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b>            9-10.1.1.a, 9-10.1.1.b            11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b>            9-10.2.2.b, 11-12.2.2.b            9-10.2.3.a, 11-12.2.3.a</p> <p><b>Mathematical Practices</b>            1, 5, 6</p>

# JA Be Entrepreneurial Creative Problem Solving®

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session One: Identifying the Problem</b></p> <p>This session focuses on a new approach to innovative problem solving. Students will explore the process for empathizing with their customers to consider a problem from all perspectives, using scenarios in an empathy mapping activity.</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 step in the Design Thinking problem-solving model.</li> <li>Demonstrate how an empathy map can be used to identify a user’s needs.</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> <li>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Look for and value different perspectives expressed by others. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Two: Exploring Solutions</b></p> <p>This session focuses on using scenarios to identify an issue, reframing the issue as a problem statement, and exploring ideation techniques and brainstorming ideas for a potential product or service</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the Define step in the Design Thinking problem-solving 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 problem-solving model.</li> <li>Apply ideation methods by brainstorming ideas in a fast-paced activity.</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Define the problem using a variety of strategies. <b>(Critical Thinking/Problem Solving)</b></li> <li>Engage in novel approaches, moves, directions, ideas, and/or perspectives. <b>(Creativity/Innovation)</b></li> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> <li>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Look for and value different perspectives expressed by others. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a 9-10.3.4.a 9-10.3.4.b 9-10.3.4.d 11-12.3.2.a 11-12.3.4.a 11-12.3.4.b 11-12.3.4.d</p>

# JA Be Entrepreneurial Creative Problem Solving®

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Three: Prototyping the Solution</b></p> <p>This session focuses on generating a prototype for a product or service idea that can be tested with potential customers to validate the idea. The focus is on using rapid prototyping techniques to generate a low-cost functional model to represent the business idea.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the Prototype step in the Design Thinking problem-solving model.</li> <li>Construct a prototype based on a problem statement and a brainstormed solution to the problem.</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Engage in novel approaches, moves, directions, ideas, and/or perspectives. <b>(Creativity/Innovation)</b></li> <li>Test hypotheses/prototype with planned process for getting feedback. <b>(Inquiry/Analysis)</b></li> <li>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Four: Testing the Solution</b></p> <p>This session focuses on developing a testing plan for a product or service idea to emphasize the importance of validating an idea before going too far into product development without getting customer feedback.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define the Test step in the Design Thinking problem-solving model.</li> <li>Develop a testing plan for a given product and target audience.</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>“Interpret information and draw conclusions based on the best analysis.” <b>(Critical Thinking/Problem Solving)</b></li> <li>Engage in novel approaches, moves, directions, ideas, and/or perspectives. <b>(Creativity/Innovation)</b></li> <li>Test hypotheses/prototype with planned process for getting feedback. <b>(Inquiry/Analysis)</b></li> <li>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Look for and value different perspectives expressed by others. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Five: Applying Design Thinking (Optional, Self-Guided)</b></p> <p>This session focuses on completing the Design Thinking process for an original idea, having students produce artifacts for each step, and submitting them for competition or mastery.</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> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>“Interpret information and draw conclusions based on the best analysis.” <b>(Critical Thinking/Problem Solving)</b></li> <li>Synthesize ideas in original and surprising ways. <b>(Creativity/Innovation)</b></li> <li>Test hypotheses/prototype with planned process for getting feedback. <b>(Inquiry/Analysis)</b></li> <li>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

# JA Be Entrepreneurial Creative Problem Solving®

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<ul style="list-style-type: none"> <li>Produce an artifact for each step of the Design Thinking process to demonstrate their work.</li> </ul>		<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative/Self-Direction)</b></li> <li>Look for and value different perspectives expressed by others. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. <b>(Global/Cultural Awareness)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate task requirements and identify deadlines. <b>(Task/Time Management)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 3: Writing and Composition</b></p> <p>9–10.3.2.a 9-10.3.4.a 9-10.3.4.b 9-10.3.4.c 9-10.3.4.d 11-12.3.2.a 11-12.3.4.a 11-12.3.4.b 11-12.3.4.c 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b></p> <p>9-10.4.1.a 11-12.4.1.a</p>

# JA Be Entrepreneurial Think Like an Entrepreneur<sup>®</sup>

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session One: Developing a Mindset</b></p> <p>This session introduces entrepreneurship and provides ideas from an entrepreneur’s perspective. Students explore the benefits of a growth mindset in daily life as well as intrapreneurial and entrepreneurial aspirations. They learn about the characteristics that help develop an entrepreneurial mindset that creates value in their daily 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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character)</b>.</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</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. Students 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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Pursue opportunities to engage and learn interests. <b>(Initiative/Self-Direction)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Compare attitudes and beliefs as an individual to others. <b>(Global/Cultural Awareness)</b></li> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character)</b>.</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>



# JA Be Entrepreneurial Think Like an Entrepreneur<sup>®</sup>

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)</b></p> <p>This session introduces entrepreneurship and provides ideas from an entrepreneur’s perspective. Students explore the benefits of a growth mindset in daily life as well as intrapreneurial and entrepreneurial aspirations, and then they learn about the characteristics that help develop an entrepreneurial mindset that creates value in their daily lives.</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>N/A</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> <li>• Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>• Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>• Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> <li>• Set goals and develop strategies to remain focused on learning goals. <b>(Perseverance/Resilience)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Articulate personal strengths and challenges using different forms of communication to express themselves. <b>(Communication)</b></li> <li>• Compare attitudes and beliefs as an individual to others. <b>(Global/Cultural Awareness)</b></li> <li>• Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character)</b>.</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>• Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> <li>• Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9–10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>

# JA Be Entrepreneurial Rapid Business Planning®

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session One: 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>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments. Including but not limited to: cost vs. benefits, thinking at the margin, incentives matter, trade makes people better off, and future consequences count.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Define the problem using a variety of strategies. <b>(Critical Thinking/Problem Solving)</b></li> <li>Build on personal experience to specify a challenging problem to investigate. <b>(Creativity/Innovation)</b></li> <li>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>
<p><b>Session Two: Summarizing the Customer Elements</b></p> <p>Students learn about customer communication channels and the most effective practices for reaching their customers. 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 the term “channels” as it relates to business planning</li> <li>Differentiate uses of each channel based on situations/context.</li> <li>Practice the business planning process by completing the Problem, Customer Segments, Solution, and Channels sections of the Lean Canvas.</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Define the problem using a variety of strategies. <b>(Critical Thinking/Problem Solving)</b></li> <li>Build on personal experience to specify a challenging problem to investigate. <b>(Creativity/Innovation)</b></li> <li>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>

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Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Three: Formulating the Finances</b></p> <p>Students focus on financial elements of the Lean Canvas, including cost structure, pricing, and revenue streams. They identify which key metrics to use to gauge the performance and health of the venture.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the revenue streams that will generate profitability for a product or service.</li> <li>Identify the cost structure for a product or service by listing associated fixed and variable costs.</li> <li>Determine the appropriate price for a product or service, given data about its associated costs, breakeven point, and desired profitability.</li> <li>Explain how key metrics help determine the success of a product or service and impact the business decisions made about it.</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> <li>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). <b>(Information Literacy)</b></li> <li>Evaluate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3., 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p> <p><b>Mathematical Practices</b> 1-5</p>
<p><b>Session Four: 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>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Define the problem using a variety of strategies. <b>(Critical Thinking/Problem Solving)</b></li> <li>Build on personal experience to specify a challenging problem to investigate. <b>(Creativity/Innovation)</b></li> <li>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p> <p><b>Mathematical Practices</b> 1, 3, 4, 5, 6</p>

# JA Be Entrepreneurial Rapid Business Planning®

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Five: 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. Students 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 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> <li>Define pivot vs. persevere decision making based on testing feedback.</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments. Including but not limited to: cost vs. benefits, thinking at the margin, incentives matter, trade makes people better off, and future consequences count.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> <li>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). <b>(Information Literacy)</b></li> <li>Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p> <p><b>Mathematical Practices</b> 1, 3, 4, 5, 6</p>
<p><b>Session Six: Developing a Lean Business Plan (Optional, Self-Guided)</b></p> <p>This comprehensive activity combines everything students have learned about a lean business plan. Students develop a complete lean business plan using the Lean Canvas template with an original business idea or with the scenario provided.</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 start-up business idea.</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments. Including but not limited to: cost vs. benefits, thinking at the margin, incentives matter, trade makes people better off, and future consequences count.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Synthesize ideas in original and surprising ways. <b>(Creativity/Innovation)</b></li> <li>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Establish goals for communication and plan out steps accordingly.” <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p> <p><b>Mathematical Practices</b> 1, 3, 4, 5, 6</p>

# JA Career Exploration Fair<sup>®</sup>

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Pre-Fair Session: What Sets You Apart?</b></p> <p>Students reflect on their abilities, interests, work preferences, and values as the basis for future career choices.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define careers.</li> <li>Differentiate among <i>abilities, interests, work preferences, and values</i>.</li> <li>Identify their personal characteristics.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.2 Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.</p> <p>SS.HS.5.2 c. Predict the potential impact of education and skill development choices on career earnings, including starting salary by field and level of degree or credential.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. (<b>Self-Awareness</b>)</li> <li>Recognize personal characteristics, preferences, thoughts, and feelings. (<b>Initiative/Self-Direction</b>)</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Connect careers and other life pursuits to personal interest. (<b>Career Awareness</b>)</li> <li>Find information through the use of technologies. (<b>Use Information and Communications Technologies</b>)</li> <li>Ask questions to develop further personal understanding. (<b>Self-Advocacy</b>)</li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>The Day of the Fair</b></p> <p>During the <i>JA Career Exploration Fair</i>, 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 choice.</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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.2 Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.</p> <p>SS.HS.5.2 c. Predict the potential impact of education and skill development choices on career earnings, including starting salary by field and level of degree or credential.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. (<b>Self-Awareness</b>)</li> <li>Pursue opportunities to engage and learn interests. (<b>Initiative/Self-Direction</b>)</li> </ul> <p><b>Civic and Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Identify and reflect upon personal connections to community systems. (<b>Civic Engagement</b>)</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. (<b>Career Awareness</b>)</li> <li>Ask questions to develop further personal understanding. (<b>Self-Advocacy</b>)</li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Post-Fair Session</b></p> <p>Students reflect on their <i>JA Career Exploration Fair</i> 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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.2 Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.</p> <p>SS.HS.5.2 c. Predict the potential impact of education and skill development choices on career earnings, including starting salary by field and level of degree or credential.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. (<b>Initiative/Self-Direction</b>)</li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. (<b>Self-Awareness</b>)</li> <li>Set goals and develop strategies to remain focused on learning goals. (<b>Perseverance/Resilience</b>)</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. (<b>Task/Time Management</b>)</li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b></p> <p>9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p>

# JA Career Exploration Fair<sup>®</sup>

Session Description	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
		<ul style="list-style-type: none"> <li>• “Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” <b>(Career Awareness)</b></li> <li>• Set goals and develop strategies to remain focused on learning goals. <b>(Perseverance/Resilience)</b></li> </ul>	<b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a

# JA Career Speaker Series®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Before the Speaker 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> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.2 Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.</p> <p>SS.HS.5.2 c. Predict the potential impact of education and skill development choices on career earnings, including starting salary by field and level of degree or credential.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>
<p><b>During the Speaker Event</b></p> <p>A volunteer guest speaker visits the classroom and shares information about his or her career, work, and education experience. Students listen, ask questions, and take notes.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Practice active listening skills.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.2 Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> <li>Pursue opportunities to engage and learn interests. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>After the Speaker 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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.2 Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.</p> <p>SS.HS.5.2 c. Predict the potential impact of education and skill development choices on career earnings, including starting salary by field and level of degree or credential.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>

# JA Career Success®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session One: Welcome to the Workplace</b></p> <p>Students begin their journey through this scenario-based program as interns at a multinational software company, Orbit Boom. In this session's scenario they report to Human Resources, are introduced to the company's organizational structure and departments, receive an employee handbook and company overview, and set goals related to securing a job with the company. Students work on soft skills related to organizational awareness and goal setting.</p> <p>This session introduces students to a new work environment, reveals the value of an employee handbook for new employees, and stresses the importance of setting goals in a work environment by developing SMART goals.</p> <p><b>Students will:</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>N/A</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Set goals and develop strategies to remain focused on learning goals. <b>(Perseverance/Resilience)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>
<p><b>Session Two: Workplace Decision Making</b></p> <p>Students apply a decision making model to make an informed decision. The process includes identifying credible research sources, analyzing data, and narrowing down choices based on the company's business requirements. They communicate their decision in a persuasive manner.</p> <p><b>Students will:</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>Standard 5. Personal Financial Literacy</b> SS.HS 5.1. b. Use reliable information resources when making financial decisions.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>"Interpret information and draw conclusions based on the best analysis." <b>(Critical Thinking/Problem Solving)</b></li> <li>Test hypotheses/prototype with planned process for getting feedback. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>"Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making." <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate the most effective options to access information needed for a specific purpose. <b>(Information Literacy)</b></li> <li>Evaluate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 9-10.1.2.a, 11-12.1.1.a 11-12.1.1.b, 11-12.1.2.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.1.a, 9-10.3.2.a, 9-10.3.4.a, 9-10.3.4.b 9-10.3.4.d, 11-12.3.1.a 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 9-10.4.1.b 9-10.4.1.c, 11-12.4.1.a, 11-12.4.1.b, 11-12.4.1.c</p>



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Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Three: Work Smart: Planning and Remote Collaboration</b></p> <p>Students plan a remote company meeting to learn best practices for organization, planning, and time management. Students discern the important details from a memo about the meeting and then organize and prioritize tasks in a timeline. They also explore best practices for being productive in a remote work environment.</p> <p><b>Students will:</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>	N/A	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>“Establish goals for communication and plan out steps accordingly.” <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Develop and utilize basic task and time management strategies effectively. <b>(Task/Time Management)</b></li> <li>Articulate the most effective options to access information needed for a specific purpose. <b>(Information Literacy)</b></li> <li>Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Develop strategies and manage time to effectively meet deadlines. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 9-10.1.2.a, 11-12.1.1.a 11-12.1.1.b, 11-12.1.2.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Session Four: Conflict Resolution in the Workplace</b></p> <p>Students analyze a workplace conflict and help find solutions to achieve a win-win outcome. Students will grasp the significance of looking at situations from different perspectives and using empathy. Using critical thinking skills, they will role play the conflict and work together to effectively communicate and compromise to achieve a positive resolution.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply logic and reason to a conflict 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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> <li>Demonstrate ways to adapt and reach workable solutions. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 9-10.1.2.a, 11-12.1.1.a 11-12.1.1.b, 11-12.1.2.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>

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Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Five: Workplace Creativity</b></p> <p>Students explore the importance of creativity and innovation in the workplace. Students generate creative ideas for one of the company's failing products by using brainstorming techniques, narrowing down choices, and then refining ideas based on business requirements and organizational limitations placed on solutions.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Invent creative and reasonable solutions using collaborative brainstorming techniques.</li> <li>● Present creative ideas clearly and briefly, highlighting, the solution's features and benefits.</li> <li>● Adjust the solution (selected from brainstorming), based on business requirements and real-world limitations.</li> </ul>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>● Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> <li>● Engage in novel approaches, moves, directions, ideas, and/or perspectives. <b>(Creativity/Innovation)</b></li> <li>● Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ways to adapt and reach workable solutions. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● "Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making." <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 9-10.1.2.a, 11-12.1.1.a 11-12.1.1.b, 11-12.1.2.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Session Six: Solving Work Problems</b></p> <p>Students develop their problem-solving skills in the context of a real-world business scenario. They examine a scenario related to declining sales and analyze details to get to the root cause in order to solve the work problem.</p> <p><b>Students will:</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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>● "Interpret information and draw conclusions based on the best analysis." <b>(Critical Thinking/Problem Solving)</b></li> <li>● Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> <li>● Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstrate ways to adapt and reach workable solutions. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● "Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making." <b>(Collaboration/Teamwork)</b></li> <li>● Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 9-10.1.2.a, 9-10.1.2.b 9-10.1.2.c, 11-12.1.1.a 11-12.1.1.b, 11-12.1.2.a 11-12.1.2.b, 11-12.1.2.c</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.1.a, 9-10.3.2.a, 9-10.3.4.a, 9-10.3.4.b 9-10.3.4.d, 11-12.3.1.a 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 9-10.4.1.b 11-12.4.1.a, 11-12.4.1.b</p>

# JA Career Success<sup>®</sup>

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
		<p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Develop and utilize basic task and time management strategies effectively. <b>(Task/Time Management)</b></li> <li>Articulate the most effective options to access information needed for a specific purpose. <b>(Information Literacy)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	
<p><b>Session Seven: Crisis Management</b></p> <p>This session enables students to see the importance of contingency planning in crisis management. Students evaluate an existing contingency plan and recommend improvements in light of a recent crisis.</p> <p><b>Students will:</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 new information.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>“Interpret information and draw conclusions based on the best analysis.” <b>(Critical Thinking/Problem Solving)</b></li> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> <li>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> <li>Demonstrate ways to adapt and reach workable solutions. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> <li>Set goals and develop strategies to remain focused on learning goals. <b>(Perseverance/Resilience)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a, 9-10.1.1.b 9-10.1.2.a, 9-10.1.2.c 11-12.1.1.a, 11-12.1.1.b 11-12.1.2.a, 11-12.1.2.c</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b></p> <p>9-10.3.1.a, 9-10.3.2.a, 9-10.3.4.a, 9-10.3.4.b 9-10.3.4.d, 11-12.3.1.a 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b></p> <p>9-10.4.1.a, 11-12.4.1.a</p>

# JA Company Program<sup>®</sup> 2.0

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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.</li> <li>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>Standard 3. Economics</b> SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p>SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p> <p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Demonstrate a willingness to try new things. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Recognize personal characteristics, preferences, thoughts, and feelings. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Meeting Two: Solve a Customer’s Problem</b></p> <p>Students use a human-centered approach for creative problem-solving to generate ideas for a business product or service, with the goal of identifying a couple of top choices to research further.</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 problem-solving model.</li> <li>Apply the Empathize, Define, and Ideate steps of the Design Thinking process to identify a customer need and some plausible solutions.</li> </ul>	<p>N/A</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Engage in novel approaches, moves, directions, ideas, and/or perspectives. <b>(Creativity/Innovation)</b></li> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> <li>Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.1.a, 9-10.3.2.a 11-12.3.1.a, 11-12.3.2.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Use appropriate tools strategically.</li> </ul>

# JA Company Program® 2.0

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Meeting Three: Evaluate the Options</b></p> <p>Students learn about the characteristics of an entrepreneurial mindset, how failure can lead to success, how to make good decisions in entrepreneurial ventures, and how to determine whether a potential business idea is viable. Students use a SWOT analysis tool to aid their decision making as they assess their top business ideas and decide on a product idea for the student company.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explain why innovation is integral to 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 idea the student 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 a business.</li> <li>● Execute a final decision about whether to proceed with the team's chosen product or 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><b>Standard 3. Economics</b> SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p>SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p> <p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>● "Interpret information and draw conclusions based on the best analysis." (<b>Critical Thinking/ Problem Solving</b>)</li> <li>● Engage in novel approaches, moves, directions, ideas, and/or perspectives. (<b>Creativity/Innovation</b>)</li> <li>● Investigate to form hypotheses, make observations and draw conclusions. (<b>Inquiry/Analysis</b>)</li> <li>● Innovate from failure, connect learning across domains, and recognize new opportunities. (<b>Risk Taking</b>)</li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>● Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. (<b>Self-Awareness</b>)</li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● "Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making." (<b>Collaboration/Teamwork</b>)</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>● Evaluate information through the use of technologies. (<b>Use Information and Communications Technologies</b>)</li> <li>● Articulate the requirements of a task or job. (<b>Productivity/ Accountability</b>)</li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.1.a, 9-10.3.2.a 9-10.3.4.a, 9-10.3.4.b 9-10.3.4.c, 9-10.3.4.d 11-12.3.1.a, 11-12.3.2.a 11-12.3.4.a, 11-12.3.4.b 11-12.3.4.c, 11-12.3.4.d</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 9-10.4.1.b, 11-12.4.1.a, 11-12.4.1.b</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>● Make sense of problems and persevere in solving them.</li> <li>● Use appropriate tools strategically.</li> <li>● Attend to precision.</li> </ul>
<p><b>Meeting Four: Create a Structure</b></p> <p>Students learn about company structure and business planning, select a business team role in their company, and finalize decisions about raising capital funding. Students assemble into teams and work on items on the <b>Business Team Task Lists</b> that will inform the <b>Business Snapshot</b>.</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> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p>SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>● Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. (<b>Self-Awareness</b>)</li> <li>● Apply knowledge to set goals, make informed decisions and transfer to new contexts. (<b>Initiative/Self-Direction</b>)</li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● "Follow a process identified by others to help generate ideas, negotiate roles and</li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>● Make sense of problems and persevere in solving them.</li> <li>● Use appropriate tools strategically.</li> </ul>

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<ul style="list-style-type: none"> <li>Relate the sections of the <b>Business Snapshot</b> to the business planning information that must be specified for the student company.</li> <li>Evaluate personal strengths and how they align with each business role, and select team members for student company's business teams.</li> <li>Evaluate the different sources of capital and select an option for funding the student company.</li> <li>Identify essential tasks for different roles in the startup by drafting <b>Business Team Task Lists</b> for each functional role.</li> <li>Discuss collaboration and communication strategies within and between business teams.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.3.b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs, and tradeoffs.</p>	<p>responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></p> <ul style="list-style-type: none"> <li>Articulate personal strengths and challenges using different forms of communication to express themselves. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	
<p><b>Meeting Five: Launch the Business</b> Students learn about business leadership roles and responsibilities, evaluate their personal leadership skills, and elect leaders for their company. Students work on their <b>Business Team Task Lists</b>, <b>Business Snapshot</b>, and <b>Company Charter</b> documents in preparation for launch.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Evaluate different leadership styles and the most positive leadership influence for companies in different situations.</li> <li>Assess personal leadership styles and reflect upon the important factors to consider when making decisions as a leader of a start-up company.</li> <li>Describe the significance of accountability as a student entrepreneur as it relates to a company venture and the 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 <b>Business Snapshot</b> which outlines all of 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><b>Standard 3. Economics</b> SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p>SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p> <p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> <li>Take responsibility for and pursue opportunities. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>Articulate personal strengths and challenges using different forms of communication to express themselves. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Use appropriate tools strategically.</li> </ul>

# JA Company Program® 2.0

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		<ul style="list-style-type: none"> <li>Meet deadlines and goals as assigned. <b>(Productivity/Accountability)</b></li> <li>Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	
<p><b>Meeting Six - Eleven: Business Operations</b></p> <p>Students review the role-specific tutorials to learn about their business team responsibilities, explore the importance of and format for delivering weekly progress reports to Leadership, and examine the elements of the <b>Finance Workbook</b>. Students spend the remainder of Meeting Six and subsequent weekly meetings through Meeting Eleven focusing on the student company's business operations.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the steps involved in a company status update report.</li> <li>Present status updates for the business team.</li> <li>Identify the purpose and use of each worksheet in the <b>Finance Workbook</b>.</li> <li>Establish a functional startup through completing tasks related to the management and running of their company</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p>SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p> <p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.d. Develop a system for keeping and using financial records.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. <b>(Perseverance/Resilience)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Use interpersonal skills to learn and work with individuals from diverse backgrounds. <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate task management attributes associated with producing high quality products including the abilities to:                             <ul style="list-style-type: none"> <li>Work positively and ethically</li> <li>Manage time and projects effectively</li> <li>Multi-task</li> <li>Clearly communicating with others <b>(Task/Time Management)</b></li> </ul> </li> <li>Meet deadlines and goals as assigned. <b>(Productivity/Accountability)</b></li> <li>Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> </ul>
<p><b>Topic: Finance (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><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1.d. Develop a system for keeping and using financial records.</p>	<p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate task requirements and identify deadlines. <b>(Task/Time Management)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>

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<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>	N/A	<p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate task requirements and identify deadlines. <b>(Task/Time Management)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</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>	N/A	<p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate task requirements and identify deadlines. <b>(Task/Time Management)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</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>	N/A	<p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate task requirements and identify deadlines. <b>(Task/Time Management)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>



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<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 importance of a supply chain for a company.</li> <li>Explain the primary tasks and responsibilities of the Supply Chain team to understand this team’s role in company operations.</li> </ul>	<p><b>Standard 3. Economics</b> HS 3.1.c. Analyze how factors of production (land, labor, capital) are brought together to produce goods and services in an economic system.</p>	<p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate task requirements and identify deadlines. <b>(Task/Time Management)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Meeting Twelve: Liquidate the Company</b></p> <p>Students learn about the steps necessary to liquidate their student company’s assets and close out the company. Then students complete tasks to liquidate and close the company.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the liquidation process for a company and the associated tasks.</li> <li>Demonstrate the liquidation process for a business by executing the tasks to close the student company.</li> </ul>	<p><b>Standard 3. Economics</b> HS 3.1.c. Analyze how factors of production (land, labor, capital) are brought together to produce goods and services in an economic system.</p> <p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1.d. Develop a system for keeping and using financial records.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Use interpersonal skills to learn and work with individuals from diverse backgrounds. <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate task management attributes associated with producing high quality products including the abilities to: <ul style="list-style-type: none"> <li>Work positively and ethically</li> <li>Manage time and projects effectively</li> <li>Multi-task</li> <li>Clearly communicating with others <b>(Task/Time Management)</b></li> </ul> </li> <li>Meet deadlines and goals as assigned. <b>(Productivity/Accountability)</b></li> <li>Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> </ul>
<p><b>Meeting Thirteen: Create a Personal Plan of Action</b></p> <p>Students explore the importance of networking for entrepreneurs and learn ways to develop their own personal network. Then students work on a personal action plan to continue developing their entrepreneurs skills and initiate next steps in networking.</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> </ul>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> <li>Focus on learning goals by employing motivation and familiar strategies for</li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>

# JA Company Program® 2.0

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<ul style="list-style-type: none"> <li>Execute an introductory plan to initiate networking by determining immediate people and organizations you can connect with.</li> <li>Reflect on your experience participating in JA Company Program.</li> <li>Execute a personal action plan to detail the next steps you will take in your entrepreneurial journey.</li> </ul>		<p>engagement and evaluate progress, making necessary changes to stay the course. <b>(Perseverance/Resilience)</b></p> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how members of a community rely on each other, considering personal contributions as applicable. <b>(Collaboration/Teamwork)</b></li> <li>“Establish goals for communication and plan out steps accordingly.” <b>(Communication)</b></li> <li>Identify and reflect upon personal connections to community systems. <b>(Civic Engagement)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Set goals and develop strategies to remain focused on learning goals. <b>(Perseverance/Resilience)</b></li> <li>Demonstrate an accurate and clear sense of goals, abilities, needs and knows how to request and/or acquire them. <b>(Self-Advocacy)</b></li> </ul>	
<p><b>Meeting Fourteen: Create an Annual Report (Optional)</b></p> <p>Students learn about the purpose of an annual report, the information normally included in one, and how to create one. Students have a couple options for completing and submitting an annual report project, including a formal report or a video summary.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe an annual report and its purpose.</li> </ul>	N/A	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Use interpersonal skills to learn and work with individuals from diverse backgrounds. <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate task management attributes associated with producing high quality products including the abilities to: <ul style="list-style-type: none"> <li>Work positively and ethically</li> <li>Manage time and projects effectively</li> </ul> </li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 11-12.3.2.a</p>

## JA Company Program® 2.0

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<ul style="list-style-type: none"> <li>• Develop a formal annual report or creative summary project to encapsulate the company venture.</li> </ul>		<ul style="list-style-type: none"> <li>o Multi-task</li> <li>o Clearly communicating with others <b>(Task/Time Management)</b></li> <li>• Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>• Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> <li>• Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	<p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>

# JA Company Program<sup>®</sup> Pop Up

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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. 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>• Recognize the entrepreneurial characteristics that an entrepreneur must possess to achieve a successful business venture.</li> <li>• Document goals for the pop-up business in SMART goal-writing format that reflect business planning elements.</li> <li>• Discuss the importance of charitable giving.</li> </ul>	<p><b>Standard 3. Economics</b> SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>• Demonstrate a willingness to try new things. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> <li>• Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• "Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making." <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</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 who the 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>Standard 3. Economics</b> SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• Define the problem using a variety of strategies. <b>(Critical Thinking/Problem Solving)</b></li> <li>• Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>• Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• "Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making." <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Articulate task requirements and identify deadlines. <b>(Task/Time Management)</b></li> <li>• Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>• Develop strategies and manage time to effectively meet deadlines. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Use appropriate tools strategically.</li> </ul>

# JA Company Program<sup>®</sup> Pop Up

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Three: Defining the Pop-Up Structure</b></p> <p>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 their own personal strengths and weaknesses to determine what their role on the pop-up team should be.</li> <li>Draft a timeline of tasks and associated due dates needed to meet the company's goals.</li> </ul>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>“Interpret information and draw conclusions based on the best analysis.” <b>(Critical Thinking/Problem Solving)</b></li> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate task requirements and identify deadlines. <b>(Task/Time Management)</b></li> <li>Develop strategies and manage time to effectively meet deadlines. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Use appropriate tools strategically.</li> </ul>
<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>Recognize that people want to be able to connect emotionally with a charitable cause.</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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Engage in novel approaches, moves, directions, ideas, and/or perspectives. <b>(Creativity/Innovation)</b></li> <li>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Articulate task requirements and identify deadlines. <b>(Task/Time Management)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> </ul>

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<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>Devise promotional strategies and materials to attract interest to the pop-up business.</li> </ul>		<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Engage in novel approaches, moves, directions, ideas, and/or perspectives. <b>(Creativity/Innovation)</b></li> <li>Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> </ul>
<p><b>Session Six: Open for Business!</b></p> <p>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>Assist others in empathizing with charitable causes that are personally meaningful.</li> <li>Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule.</li> </ul>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Act on creative ideas to make a tangible and useful contribution. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate task management attributes associated with producing high quality products including the abilities to: <ul style="list-style-type: none"> <li>Work positively and ethically</li> <li>Manage time and projects effectively</li> <li>Multi-task</li> <li>Clearly communicating with others</li> </ul> <b>(Task/Time Management)</b> </li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> </ul>

# JA Company Program® Pop Up

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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 recipients 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>● Identify meaningful ways to contribute proceeds to a worthy cause.</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>Standard 3. Economics</b> SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>● “Interpret information and draw conclusions based on the best analysis.” <b>(Critical Thinking/Problem Solving)</b></li> <li>● Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>● Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>● Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● “Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>● Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>● Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 9-10.1.1.b 11-12.1.1.a, 11-12.1.1.b</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practice</b></p> <ul style="list-style-type: none"> <li>● Make sense of problems and persevere in solving them.</li> <li>● Use appropriate tools strategically.</li> <li>● Attend to precision.</li> </ul>

# JA Excellence Through Ethics®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Day of the Visit</b></p> <p>Students are introduced to the concept of ethics, participate in a demonstration of why ethics are important to discuss, examine their core values, and explore how we are all interdependent on the choices we each make. Then students are given a process to use when faced with an ethical dilemma.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define the key terms <i>ethics, ethical dilemma, values, core values, and interdependence.</i></li> <li>Articulate how one’s core values affect one’s choices.</li> <li>Articulate and identify the steps necessary to make ethical decisions.</li> <li>Recognize that individual ethics affect the greater community.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. <b>(Self-Awareness)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>Compare attitudes and beliefs as an individual to others. <b>(Global/Cultural Awareness)</b></li> <li>Apply ethical perspectives/concepts to an ethical question/situation/ scenario. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>“Analyze both how and why media messages are constructed, and for what purposes” and use information accurately, ethically, and creatively for the issue or problem at hand. <b>(Information Literacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.3.a 11-12.2.3.a</p>
<p><b>(Optional) Reflection Session</b></p> <p>Students will reflect upon and discuss what they learned from their interactions with the volunteer, a local business professional who articulated how and why professionals make ethical choices and decisions regarding relationships, the work environment, and life.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Apply key terms and concepts used in the volunteer-led activities.</li> <li>Use intentional, ethical decision-making skills to consider outcomes and consequences of choices.</li> <li>Self-examine to develop a personal awareness of their own values to begin to see the connection between their words and actions.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. <b>(Self-Awareness)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>Compare attitudes and beliefs as an individual to others. <b>(Global/Cultural Awareness)</b></li> <li>Apply ethical perspectives/concepts to an ethical question/situation/ scenario. <b>(Character).</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.3.a 11-12.2.3.a</p>
<p><b>Extended Learning Opportunities</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>Standard 5. Personal Financial Literacy</b> SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. <b>(Self-Awareness)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>Compare attitudes and beliefs as an individual to others. <b>(Global/Cultural Awareness)</b></li> <li>Apply ethical perspectives/concepts to an ethical question/situation/ scenario. <b>(Character).</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.3.a 11-12.2.3.a</p>



# JA High School Heroes®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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>Standard 4: Civics</b></p> <p>SS.HS.4.3 Analyze the impact of civic participation on political institutions and public policy.</p> <p>SS.HS.4.3.a Describe how members of a civil society can impact public policy on local, state, national, or international issues by exercising their civic rights and responsibilities.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Use interpersonal skills to learn and work with individuals from diverse backgrounds. <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> <li>Connect knowledge (facts, theories, etc.) from personal ideas/understandings to civic engagement. <b>(Civic Engagement)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</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>N/A</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 9-10.1.2.a 9-10.1.2.c 11-12.1.1.a 11-12.1.2.a 11-12.1.2.c</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

# JA High School Heroes®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• “Interpret information and draw conclusions based on the best analysis.” <b>(Critical Thinking/Problem Solving)</b></li> <li>• Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>• Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• “Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Reflection</b></p> <p>Students share their JA High School Heroes experience and learn about its relevance for 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 mindset.</li> <li>• Develop a personal action plan.</li> </ul>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• Innovate from failure, connect learning across domains, and recognize new opportunities. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>• Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> <li>• Develop, plan, and organize self-behavior. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>• Set goals and develop strategies to remain focused on learning goals. <b>(Perseverance/Resilience)</b></li> <li>• Evaluate progress through analysis of goals making necessary changes to stay on course. <b>(Productivity/Accountability)</b></li> <li>• Demonstrate leadership skills (e.g., organizing others, taking initiative, team-building). <b>(Leadership)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

# JA Inspire<sup>®</sup> Advanced

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session One: Career Interests and Your Path</b></p> <p>Students are introduced to the concept of using their own values, skills, and interests as the foundation of career decisions. They watch the first in a series of JA Inspire videos on career planning. They take a career assessment and evaluate their results.</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>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Recognize personal characteristics, preferences, thoughts, and feelings. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</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>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>
<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, including internships and apprenticeships.</li> </ul>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>

# JA Inspire<sup>®</sup> Advanced

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Four: Local Business Means Opportunity</b></p> <p>Students learn about their local economy. They review the list of <i>JA Inspire</i> 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 event.</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 <i>JA Inspire</i> exhibitors.</li> <li>Create a list of exhibitors to visit during the <i>JA Inspire</i> event.</li> <li>Create a brag sheet.</li> </ul>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Articulate personal strengths and challenges using different forms of communication to express themselves. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 9-10.3.4.e, 11-12.3.2.a 11-12.3.4.a, 11-12.3.4.b 11-12.3.4.d, 11-12.3.4.e</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>
<p><b>Session Five: (Virtual Event): Learn from the Experts</b></p> <p>Students review the speakers and webinars available at the <i>JA Inspire</i> event, 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 <i>JA Inspire</i> 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>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a</p>
<p><b>Session Five: (In-Person Event): Prepare for the JA Inspire Event</b></p> <p>Students prepare for the in-person <i>JA Inspire</i> event by reviewing logistics of the event day and getting ready to make a good first impression when interacting with company representatives.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn the logistics of attending the in-person event.</li> <li>Learn how to conduct themselves at the event and receive a Code of Conduct.</li> <li>Learn the importance of networking and create an elevator pitch to help them network at the event.</li> </ul>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Articulate personal strengths and challenges using different forms of communication to express themselves. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and</li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 9-10.3.4.e, 11-12.3.2.a 11-12.3.4.a, 11-12.3.4.b 11-12.3.4.d, 11-12.3.4.e</p>

# JA Inspire<sup>®</sup> Advanced

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<ul style="list-style-type: none"> <li>Prepare questions that they want to ask and practice asking them.</li> <li>Express their expectations of the upcoming event.</li> </ul>		career pathways available in local, regional, national and global arenas. <b>(Career Awareness)</b> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a
<p><b>Session Six: Visit the JA Inspire Event</b></p> <p>Students attend the <i>JA Inspire</i> event.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Attend the <i>JA Inspire</i> event.</li> <li>Visit exhibits at the event.</li> <li>(Virtual <i>JA Inspire</i> event only) Attend speeches and webinars.</li> <li>(Virtual <i>JA Inspire</i> event only) Complete the What I learned section of the chart from their Learn From the Experts handout.</li> <li>(In-Person <i>JA Inspire</i> event only) Engage with exhibitors and document what they learn.</li> </ul>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>Pursue opportunities to engage and learn interests. <b>(Initiative/Self-Direction)</b></li> <li>Look for and value different perspectives expressed by others. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Articulate personal strengths and challenges using different forms of communication to express themselves. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a <b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a <b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a
<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>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. <b>(Career Awareness)</b></li> <li>Set goals and develop strategies to remain focused on learning goals. <b>(Perseverance/Resilience)</b></li> <li>Ask questions to develop further personal understanding. <b>(Self-Advocacy)</b></li> </ul>	<b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a <b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a <b>Standard 4: Research Inquiry and Design</b> 9-10.4.1.a, 11-12.4.1.a

# JA It's My Job<sup>®</sup> (Soft Skills)

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Communicating About Yourself</b></p> <p>This session covers the basics of professional communication and workplace introductions. Activities are included for students to practice appropriate workplace behavior and language, as well as active listening skills.</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>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> <li>Look for and value different perspectives expressed by others. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Applications and Resumes</b></p> <p>This session covers job applications and resumes, two written methods for applying for a job. Students examine both documents and begin to think about how to adapt their experiences, skills, and achievements into 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 completing a job application.</li> <li>Recognize key features and formatting of a resume.</li> <li>Use appropriate language for a resume.</li> </ul>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Articulate personal strengths and challenges using different forms of communication to express themselves. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.c 9-10.3.4.d, 9-10.3.4.e 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.c 11-12.3.4.d, 11-12.3.4.e</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 begin by tracking their accomplishments in a "brag sheet." Next, students can prepare to answer interview questions and/or stage mock interviews.</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>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.c 9-10.3.4.d, 9-10.3.4.e 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.c 11-12.3.4.d, 11-12.3.4.e</p>

# JA It's My Job<sup>®</sup> (Soft Skills)

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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.</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>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Workplace Communication</b></p> <p>This session covers communication methods to ensure workplace success. Activities address topics of professional tone, appropriate topics for workplace discussions, and building consensus.</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> <li>Communicate to solve problems collaboratively and respectfully.</li> </ul>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> <li>Demonstrate ways to adapt and reach workable solutions. <b>(Adaptability/Flexibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>

## JA It's My Job<sup>®</sup> (Soft Skills)

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Workplace Writing</b></p> <p>This session covers the basics of professional writing. Activities give students a chance 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>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>● Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>● Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>● Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>● Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.c 9-10.3.4.d, 9-10.3.4.e 11-12.3.2.a, 11-12.3.4.a 11-12.3.4.b, 11-12.3.4.c 11-12.3.4.d, 11-12.3.4.e</p>



# JA Job Shadow<sup>®</sup>

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session One: Finding Your Future</b></p> <p>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>	<p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> <li>Recognize personal characteristics, preferences, thoughts, and feelings. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character)</b>.</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>"Pursue a path of inquiry initiated by personal connections to careers and other life pursuits." <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Session Two: Career Exploration &amp; Informational Interviews</b></p> <p>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 relevance 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>	<p><b>Standard 5. Personal Financial Literacy</b> SS.HS.5.2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize that problems can be identified and possible solutions can be created. <b>(Critical Thinking/Problem Solving)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character)</b>.</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>"Pursue a path of inquiry initiated by personal connections to careers and other life pursuits." <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 9-10.3.4.e, 11-12.3.2.a 11-12.3.4.a, 11-12.3.4.b 11-12.3.4.d, 11-12.3.4.e</p>

# JA Job Shadow<sup>®</sup>

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Three: Job Site Visit</b></p> <p>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 <i>JA Job Shadow</i> 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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate a willingness to try new things. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>Take responsibility for and pursue opportunities. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>Recognize how members of a community rely on each other, considering personal contributions as applicable. <b>(Collaboration/Teamwork)</b></li> <li>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Session Four: Site Visit Reflection</b></p> <p>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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character)</b>.</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 9-10.3.4.a 9-10.3.4.b, 9-10.3.4.d 9-10.3.4.e, 11-12.3.2.a 11-12.3.4.a, 11-12.3.4.b 11-12.3.4.d, 11-12.3.4.e</p>

# JA Job Shadow<sup>®</sup>

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Five: Interviewing for a Job</b></p> <p>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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate a willingness to try new things. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>Take responsibility for and pursue opportunities. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>
<p><b>Session Six: Job Shadow Prep</b></p> <p>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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate a willingness to try new things. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>Take responsibility for and pursue opportunities. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>“Pursue a path of inquiry initiated by personal connections to careers and other life pursuits.” <b>(Career Awareness)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>

# JA Job Shadow<sup>®</sup>

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a willingness to try new things. <b>(Risk Taking)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Adapt to environments with appropriate emotions and behaviors, demonstrating personal awareness through the development of positive relationships. <b>(Self-Awareness)</b></li> <li>• Take responsibility for and pursue opportunities. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>• Recognize how members of a community rely on each other, considering personal contributions as applicable. <b>(Collaboration/Teamwork)</b></li> <li>• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'. <b>(Self-Awareness)</b></li> <li>• Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> <li>• Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>• Demonstrate knowledge, understanding, and personal awareness of how their dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas. <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>

# JA Launch Lesson®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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>● Watch the brief overview <a href="#">video</a>.</li> <li>● Research the visiting entrepreneur(s) and their companies.</li> <li>● Prepare questions for the guest entrepreneur(s) to ask during the lesson.</li> <li>● Complete the <b>Could I Be an Entrepreneur?</b> self-guided assessment on <b>JA Connect™ Entrepreneurship</b> (recommended).</li> <li>● Explore other relevant resources on <b>JA Connect™ Learning Pathways</b>.</li> </ul>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>● Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>● Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>● Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>● Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p>
<p><b>Extended Learning Opportunities (Optional)</b></p> <p>Students will reflect 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>	N/A	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>● Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● Apply ethical perspectives/concepts to an ethical question/situation/ scenario. <b>(Character)</b>.</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>● Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>

# JA Personal Finance<sup>®</sup> 2.0

Session Descriptions	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session One: Earning, Employment, and Income</b></p> <p>Students learn that healthy personal finances require planning and managing. Students 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 they have relationships with 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 their priorities and values.</li> <li>• Recognize how their financial decisions can affect others.</li> <li>• Use healthy relationship behaviors to discuss shared financial decisions.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.2. Analyze sources of income and the relationship between career preparation, continuing education, and its impact on lifetime earning potential.</p> <p>SS.HS.5.2.c. Predict the potential impact of education and skill development choices on career earnings, including starting salary by field and level of degree or credential.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset’. <b>(Self-Awareness)</b></li> <li>• Pursue opportunities to engage and learn interests. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Connect careers and other life pursuits to personal interest. <b>(Career Awareness)</b></li> <li>• Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.c. Formulate strategies to protect personal and financial information.</p> <p>SS.HS.5.1.d. Develop a system for keeping and using financial records.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. <b>(Self-Awareness)</b></li> <li>• Recognize personal characteristics, preferences, thoughts, and feelings. <b>(Initiative/Self-Direction)</b></li> <li>• Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> <li>• Appropriately express a range of emotions to communicate personal ideas/needs. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

# JA Personal Finance<sup>®</sup> 2.0

Session Descriptions	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.d. Develop a system for keeping and using financial records.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. <b>(Self-Awareness)</b></li> <li>Recognize personal characteristics, preferences, thoughts, and feelings. <b>(Initiative/Self-Direction)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Appropriately express a range of emotions to communicate personal ideas/needs. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.3.b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs, and tradeoffs. For example: Comparing student, auto, home, and payday loans.</p> <p>SS.HS.5.3.c. Explain how an individual’s credit history can affect borrowing power.</p> <p>SS.HS.5.3.f. Compare the advantages and disadvantages of various types of credit.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. <b>(Self-Awareness)</b></li> <li>Recognize personal characteristics, preferences, thoughts, and feelings. <b>(Initiative/Self-Direction)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Appropriately express a range of emotions to communicate personal ideas/needs. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

# JA Personal Finance® 2.0

Session Descriptions	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.c. Formulate strategies to protect personal and financial information.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p> <p>SS.HS.5.3.c. Explain how an individual’s credit history can affect borrowing power.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.</p> <p>SS.HS.5.5.d. Outline steps to monitor and safeguard personal financial data to minimize, avoid and/or resolve identity theft or fraud issues.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. <b>(Self-Awareness)</b></li> <li>Recognize personal characteristics, preferences, thoughts, and feelings. <b>(Initiative/Self-Direction)</b></li> <li>Discern differences of effective and ineffective processes, communication and tasks. <b>(Personal Responsibility)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Appropriately express a range of emotions to communicate personal ideas/needs. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Six: Smart Shopping (Optional)</b></p> <p>This 20-minute self-guided activity focuses on making informed purchasing decisions to maximize buying power. Students learn about comparison shopping and participate in a simulated shopping experience. Students learn to identify unhealthy behaviors related to purchasing decisions and how to use healthy conflict to manage purchasing decisions moving forward.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the factors necessary for making an informed decision.</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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>



# JA Personal Finance® 2.0

Session Descriptions	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Seven: Risk Management (Optional)</b></p> <p>This 20-minute, student self-guided activity focuses on risks that can lead to financial loss. Students will practice applying appropriate risk management strategies in a variety of scenarios. Students will also learn to identify unhealthy behaviors related to risky financial decisions and how to use healthy conflict to manage these decisions moving forward.</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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.1.c. Formulate strategies to protect personal and financial information.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.</p> <p>SS.HS.5.5.d. Outline steps to monitor and safeguard personal financial data to minimize, avoid and/or resolve identity theft or fraud issues.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Eight: Investing (Optional)</b></p> <p>This 20-minute, student self-guided activity explores the difference between saving and investing, the advantages and potential returns from investing, and common types of investment products. Students also learn about various types of investment risks and self-assess their personal investment risk tolerance.</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> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.2.a. Compare different sources of personal income and compensation. Including but not limited to: earned income, profit income, interest income, dividend income, rental income, capital gains, and royalties.</p> <p>SS.HS.5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS.5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

# JA Personal Finance® 2.0

Session Descriptions	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Nine: Credit Cards (Optional)</b></p> <p><b>Credit Card Basics:</b> This 10-minute, student self-guided activity introduces credit cards as a form of short-term financing that can be used to pay a bill or make a purchase (on-line or in-person) at a store, restaurant, or other point of sale. Students learn the difference between credit and debit, reasons to use and not use a credit card, how a credit card can impact a person’s credit rating for better or worse, and the pros and cons of sharing a credit card.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define the term <i>credit card</i>.</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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.3.e. Describe how to use and manage different types of accounts and payment methods.</p> <p>SS.HS.5.3.f. Compare the advantages and disadvantages of various types of credit.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character)</b>.</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>• Appropriately express a range of emotions to communicate personal ideas/needs. <b>(Self-Advocacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Nine: Credit Cards (Optional)</b></p> <p><b>Types of Credit Cards:</b> This 10–minute, student self-guided activity informs students of the differences between credit cards and how to choose the right card for their individual needs. Students will explore the typical fees associated with credit card accounts, determine how to avoid finance charges, and recognize which kinds of cards to avoid.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize many types of credit cards.</li> <li>• Differentiate between positive and negative features of credit cards.</li> <li>• Identify appropriate credit cards for various situations.</li> <li>• Recognize which kinds of cards to avoid.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p> <p>SS.HS.5.3.e. Describe how to use and manage different types of accounts and payment methods.</p> <p>SS.HS.5.3.f. Compare the advantages and disadvantages of various types of credit.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character)</b>.</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

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Session Descriptions	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Nine: Credit Cards (Optional)</b></p> <p><b>Credit Card Terms:</b> This 10–minute, student self-guided activity defines and demystifies the jargon and terms associated with credit card statements and contracts to acquaint participants with the lingo required to understand credit cards.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define the meaning of many important credit card terms.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.3.e. Describe how to use and manage different types of accounts and payment methods.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Nine: Credit Cards (Optional)</b></p> <p><b>Credit Card Rights and Protections:</b> This 10–minute, student self-guided activity explains consumer rights under the Credit CARD Act of 2009. It also informs students on where to get help with credit issues and that by signing on the dotted line, they are entering into an agreement with the lender. Students explore the responsibilities that they have to meet to uphold their end of the contract.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize their consumer rights under the Credit CARD Act of 2009.</li> <li>Recognize where to get help with credit issues.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p> <p>SS.HS.5.3.e. Describe how to use and manage different types of accounts and payment methods.</p> <p>SS.HS.5.5.f. Identify consumer responsibilities, rights, and consumer protection laws that regulate contracts and financial transactions.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Ten: Debt Management (Optional)</b></p> <p><b>What is Bankruptcy:</b> This 10–minute, student self-guided activity explains the process, purpose, and outcomes of declaring bankruptcy. It helps students understand the different types of bankruptcy and evaluate the pros and cons of declaring bankruptcy in different situations. Students will also explore the impact of bankruptcy when debt is shared</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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.3.c. Explain how an individual’s credit history can affect borrowing power.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

# JA Personal Finance® 2.0

Session Descriptions	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Session Ten: Debt Management (Optional)</b></p> <p><b>What is a Loan?</b> This 10–minute, student self-guided activity explains loans, the responsibilities of shared debt, and the consequences of failing to pay loans on time.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define a loan.</li> <li>Identify responsibilities of shared debt.</li> <li>Recognize consequences of failing to pay loans on time.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p> <p>SS.HS.5.3.b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs, and tradeoffs.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Ten: Debt Management (Optional)</b></p> <p><b>Managing Debt:</b> This 10–minute, student self-guided activity explains desirable and undesirable debt, how to seek help with debt repayment and management, and strategies for managing individual and shared debt.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast desirable and undesirable debt.</li> <li>Identify resources for help with debt repayment and management.</li> <li>Formulate strategies for managing individual and shared debt.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p> <p>SS.HS.5.3.b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs, and tradeoffs.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session Ten: Debt Management (Optional)</b></p> <p><b>Defaulting on a Loan:</b> This 10–minute, student self-guided activity explains the consequences of failing to pay back loans. Students will analyze the options available for people who cannot afford to pay back their loans. They will also evaluate the implications of cosigning for a loan that is not paid back.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the consequences of failing to pay back loans.</li> <li>Analyze the options available for people who can't afford to pay back their loans.</li> <li>Evaluate the implications of cosigning for a loan that is not paid back.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p> <p>SS.HS.5.3.b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs, and tradeoffs.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

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<p><b>Session Ten: Debt Management (Optional)</b></p> <p><b>Consumer Credit Counseling:</b> This 10-minute, student self-guided activity explains consumer credit counseling services and how they help people get out of debt. Students will learn how to identify legitimate credit counseling organizations and explore how these organizations can help with shared debt.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define what a consumer credit counseling service is and how it helps people.</li> <li>• Explain how a consumer credit counseling service can help people get out of debt.</li> <li>• Evaluate consumer credit counseling services to determine if they are dealing with legitimate organizations.</li> <li>• Identify ways in which a consumer credit counseling service can help with shared debt.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p> <p>SS.HS.5.3.b. Summarize factors to consider when selecting borrowing options, including costs, relevance, payoffs, and tradeoffs.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session 11: Net Worth (Optional)</b></p> <p><b>What is Your Net Worth?</b> This 10-minute, student self-guided activity explains net worth and the process of determining net worth. Students will explore the different types of net worth and investigate the significance of shared net worth. Finally, students will learn how to calculate their own net worth.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define <i>net worth</i>.</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 their own net worth.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

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<p><b>Session 11: Net Worth (Optional)</b></p> <p><b>Setting Financial Goals:</b> This 10–minute, student self-guided activity explains how to set SMART financial goals based on where you’re heading and how to take smart steps to get there.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify SMART financial goals based on priorities and values.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Apply knowledge to set goals, make informed decisions and transfer to new contexts. <b>(Initiative/Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Session 11: Net Worth (Optional)</b></p> <p><b>Investing to Build Wealth:</b> This 10–minute, student self-guided activity defines net worth and ways to build wealth. Students will explore how they can build wealth through passive income and how long-term investment and compounding interest can build wealth. Students will compare various types of investment vehicles and explore pros and cons of shared investment.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Define <i>net worth</i>.</li> <li>Identify three ways to build wealth.</li> <li>Explain how a person can build wealth through passive income.</li> <li>Describe how long-term investing and compounding interest can build wealth.</li> <li>Compare various types of investment vehicles.</li> <li>Explore the pros and cons of shared investment.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS.5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p>	<p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of cause and effect related to personal decisions. <b>(Character).</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

# JA Take Stock in Your Future®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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. 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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.1.e. Compare financial institutions and products.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, <del>lost or damaged property</del>, health issues, or identity fraud.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>• Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</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><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, <del>lost or damaged property</del>, health issues, or identity fraud.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>• Articulate the requirements of a task or job. <b>(Productivity/Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>MP.1. Make sense of problems and persevere in solving them.</p> <p>MP.5. Use appropriate tools strategically.</p>

# JA Take Stock in Your Future®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.1.e. Compare financial institutions and products.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity / Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>MP.1. Make sense of problems and persevere in solving them.</p> <p>MP.5. Use appropriate tools strategically.</p>
<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><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.1.e. Compare financial institutions and products.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration / Teamwork)</b></li> <li>Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Articulate the requirements of a task or job. <b>(Productivity / Accountability)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>MP.1. Make sense of problems and persevere in solving them.</p> <p>MP.5. Use appropriate tools strategically.</p>



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<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 financial goals.</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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.1.e. Compare financial institutions and products.</p> <p>SS.HS.5.3. Apply consumer skills to budgeting, spending, saving, and borrowing decisions.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: The business cycle.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, <del>lost or damaged property, health issues, or identity fraud.</del></p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>• Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>MP.1. Make sense of problems and persevere in solving them.</p> <p>MP.5. Use appropriate tools strategically.</p>
<p><b>Extension: 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> <ul style="list-style-type: none"> <li>• Identify the factors to consider when deciding whether to invest in an IPO.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, <del>lost or damaged property, health issues, or identity fraud.</del></p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>• Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>• Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>MP.5. Use appropriate tools strategically.</p>

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<p><b>Extension: 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> <ul style="list-style-type: none"> <li>Compare the advantages and disadvantages of buying and selling investments through various channels.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.e. Compare financial institutions and products.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Extension: 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><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, <del>lost or damaged property, health issues, or identity fraud.</del></p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>MP.5. Use appropriate tools strategically.</p>
<p><b>Extension: 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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, <del>lost or damaged property, health issues, or identity fraud.</del></p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

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<p><b>Extension: 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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS.5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, <del>lost or damaged property, health issues, or identity fraud.</del></p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>MP.1. Make sense of problems and persevere in solving them.</p> <p>MP.5. Use appropriate tools strategically.</p>
<p><b>Extension: 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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Extension: 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><b>Standard 3. Economics</b></p> <p>SS.HS.3.2.d. Explore the role of government in addressing market failures.</p> <p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.5.f. Identify consumer responsibilities, rights, and consumer protection laws that regulate contracts and financial transactions.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

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<p><b>Extension: 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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>MP.1. Make sense of problems and persevere in solving them.</p> <p>MP.5. Use appropriate tools strategically.</p>
<p><b>Extension: 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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.1.e. Compare financial institutions and products.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: The business cycle.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, lost or damaged property, health issues, or identity fraud.</p> <p>SS.HS.5.5.a. Evaluate strategies for consumers to avoid financial risk, reduce risk, accept risk, or transfer risk to others through insurance.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make predictions and design data/information collection and analysis strategies. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Set personal goals and take responsibility for those goals through reflection upon prior outcomes. <b>(Task/Time Management)</b></li> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Standard 4: Research Inquiry and Design</b></p> <p>9-10.4.1.a 9-10.4.1.b 9-10.4.1.c 11-12.4.1.a 11-12.4.1.b 11-12.4.1.c</p> <p><b>Mathematical Practices</b></p> <p>MP.1. Make sense of problems and persevere in solving them.</p> <p>MP.5. Use appropriate tools strategically.</p>

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Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Extension: 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> <ul style="list-style-type: none"> <li>Review the big ideas about investing, specifically stocks and stock trading.</li> <li>Prepare for the JA Stock Market Challenge.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.e. Compare financial institutions and products.</p> <p>SS.HS.5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: The business cycle.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>“Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Extension: 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> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the differences between private and public companies as they relate to company ownership.</li> <li>Explain why a company would remain private or go public.</li> </ul>	<p>N/A</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Extension: 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> <ul style="list-style-type: none"> <li>Identify how a stock’s price is set during a company’s initial public offering.</li> <li>Identify the steps in the process for buying and selling stocks on a stock exchange.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS.5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.1.e. Compare financial institutions and products.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

# JA Take Stock in Your Future®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Extension: 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> <ul style="list-style-type: none"> <li>Recognize basic principles of investing in stocks.</li> <li>List strategies for smart investing.</li> </ul>	<p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1. Apply reliable information to make systematic personal financial decisions based on individual and community values and goals.</p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p> <p>SS.HS 5.1.b. Use reliable information resources when making financial decisions.</p> <p>SS.HS.5.1.e. Compare financial institutions and products.</p> <p>SS.HS 5.4. Explore a diversified investment strategy that is compatible with personal financial goals.</p> <p>SS.HS 5.4.a. Select financial investments that align with financial goals, risk tolerance, and personal and retirement options for different life stages.</p> <p>SS.HS.5.4.b. Analyze how financial markets react to changes in market conditions, monetary policy, fiscal policy, and information. For example: The business cycle.</p> <p>SS.HS.5.5. Choose risk management strategies for protection from the financial risk of lost income, <del>lost or damaged property, health issues, or identity fraud.</del></p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>
<p><b>Extension: 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><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS 5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. <b>(Initiative / Self-Direction)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>MP.1. Make sense of problems and persevere in solving them.</p> <p>MP.5. Use appropriate tools strategically.</p> <p>MP.6. Attend to precision.</p>

# JA Take Stock in Your Future®

Session Descriptions	CO Academic Standards for Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Extension: 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>	N/A	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Pursue opportunities to engage and learn interests. (<b>Initiative / Self-Direction</b>)</li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. (<b>Use Information and Communications Technologies</b>)</li> </ul>	<p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b 9-10.2.3.a 11-12.2.2.b 11-12.2.3.a</p>

Session Details	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<p><b>Tutorial: Getting Ready for Business</b></p> <p>Students observe as their facilitator demonstrates gameplay to them through an interactive tour of the <i>JA Titan</i> simulation. Students learn about the program’s goals, the vocabulary used in the simulation, and how to play JA Titan. Students will learn that businesses must make decisions every day, and that the outcome of those decisions affects the business, employees, consumers, and the community.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize and correctly express the session’s vocabulary.</li> <li>Observe various business trade-offs based on business decisions.</li> <li>Recognize the importance of profit to a business’s success.</li> </ul>	<p><b>Standard 3. Economics</b></p> <p>SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p>SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>1, 5</p>
<p><b>Competition Prep: Freestyle Exploration</b></p> <p>Students jump straight into playing the <i>JA Titan</i> 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>Standard 3. Economics</b></p> <p>SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p>SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p> <p>SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p> <p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.d. Develop a system for keeping and using financial records.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b></p> <p>9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b></p> <p>9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practices</b></p> <p>1, 5, 6</p>



Session Details	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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>	<p><b>Standard 3. Economics</b></p> <p>SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p>SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p> <p>SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p> <p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.d. Develop a system for keeping and using financial records.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practices</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>Standard 3. Economics</b></p> <p>SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.</p> <p>SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p> <p>SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments.</p> <p>HS 3.1.c. Analyze how factors of production (land, labor, capital) are brought together to produce goods and services in an economic system.</p> <p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.d. Develop a system for keeping and using financial records.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practices</b> 1-8</p>

Session Details	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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>Standard 3. Economics</b>            HS 3.1.c. Analyze how factors of production (land, labor, capital) are brought together to produce goods and services in an economic system.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b>            9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b>            9-10.2.2.b, 9-10.2.3.a            11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practices</b>            1-8</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 session’s vocabulary.</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>Standard 3. Economics</b>            SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.            HS 3.1.c. Analyze how factors of production (land, labor, capital) are brought together to produce goods and services in an economic system.            SS.HS.3.2. Evaluate how mixed economic systems, market structures, competition, government policies, and the roles of producers and consumers affect market outcomes.            SS.HS.3.2.b. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce resources.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> <li>Recognize and describe cause-and-effect relationships and patterns in everyday experiences. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b>            9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b>            9-10.2.2.b, 9-10.2.3.a            11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practices</b>            1, 2, 4, 5, 6, 7</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>Apply the concept of pricing based on costs, competition, and profit.</li> <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> </ul>	<p><b>Standard 3. Economics</b>            SS.HS.3.1. Analyze how the scarcity of productive resources (land, labor, capital) forces choices to be made about how individuals, households, businesses, and governments allocate these resources.            SS.HS.3.1.a. Explain the economic way of thinking: The condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b>            9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b>            9-10.2.2.b, 9-10.2.3.a            11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practices</b>            1-8</p>

Session Details	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<ul style="list-style-type: none"> <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 in an effort to increase profitability.</li> <li>● Identify a new phone feature to be developed to potentially increase profits.</li> </ul> <p>Additionally, depending on the simulation settings selected, students <i>may</i>:</p> <ul style="list-style-type: none"> <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> <li>● Recognize that shocks to demand or supply affect business management decisions.</li> </ul>	<p>HS 3.1.c. Analyze how factors of production (land, labor, capital) are brought together to produce goods and services in an economic system.</p> <p>SS.HS.3.2.b. Use supply and demand analysis to explain how competitive markets efficiently allocate scarce resources.</p> <p><b>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.d. Develop a system for keeping and using financial records.</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 product that would potentially increase profits.</li> <li>● Practice working through the product design phase.</li> </ul>	<p>N/A</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>● Engage in novel approaches, moves, directions, ideas, and/or perspectives. <b>(Creativity/Innovation)</b></li> <li>● Demonstrate a willingness to try new things. <b>(Risk Taking)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>● “Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making.” <b>(Collaboration/Teamwork)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>● Find information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> <li>● Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. <b>(Perseverance/Resilience)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Mathematical Practices</b> 1, 5</p>

Session Details	CO Academic Standards For Social Studies	Colorado Essential Skills	CO Standards for Reading, Writing, Communicating and Mathematics
<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>Standard 3. Economics</b></p> <p>SS.HS.3.1.b. Analyze how the principles of economic thinking influence the choices made by individuals, households, businesses, and governments. Including but not limited to: cost vs. benefits, thinking at the margin, incentives matter, trade makes people better off, and future consequences count.</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Make connections between information gathered and personal experiences to apply and/or test solutions. <b>(Critical Thinking/Problem Solving)</b></li> <li>Investigate to form hypotheses, make observations and draw conclusions. <b>(Inquiry/Analysis)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery, and expression. <b>(Communication)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Communicate information through the use of technologies. <b>(Use Information and Communications Technologies)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p> <p><b>Standard 3: Writing and Composition</b> 9-10.3.2.a, 11-12.3.2.a</p>
<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>Standard 5. Personal Financial Literacy</b></p> <p>SS.HS.5.1.a. Recognize the alternatives, consequences, and responsibilities associated with personal financial decisions.</p>	<p><b>Personal Skills</b></p> <ul style="list-style-type: none"> <li>Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. <b>(Self-Awareness)</b></li> </ul> <p><b>Civic/Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>Recognize how personal actions have had a positive or negative impact with feedback as needed. <b>(Collaboration/Teamwork)</b></li> <li>Compare attitudes and beliefs as an individual to others. <b>(Global/Cultural Awareness)</b></li> <li>Apply ethical perspectives/concepts to an ethical question/situation/ scenario. <b>(Character)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>"Analyze both how and why media messages are constructed, and for what purposes" and use information accurately, ethically, and creatively for the issue or problem at hand. <b>(Information Literacy)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>

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<p><b>Deep Dive: Daily Business Operations Speaker Session</b></p> <p>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>N/A</p>	<p><b>Entrepreneurial Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate curiosity, imagination and eagerness to learn more. <b>(Creativity/Innovation)</b></li> </ul> <p><b>Professional Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and learn more about careers and other life pursuits. <b>(Career Awareness)</b></li> <li>Model positive behaviors for others. <b>(Leadership)</b></li> </ul>	<p><b>Standard 1: Oral Expression and Listening</b> 9-10.1.1.a, 11-12.1.1.a</p> <p><b>Standard 2: Reading for All Purposes</b> 9-10.2.2.b, 9-10.2.3.a 11-12.2.2.b, 11-12.2.3.a</p>