

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

INSPIRING  
TOMORROWS

TM



Updated November 2025

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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 Virginia Standards of Learning for Economics and Personal Finance, Mathematics and Language Arts as well as the Virginia Workplace Readiness Skills. This list is not meant to be exhaustive or intended to suggest that a JA program will completely address any given standard but is designed to show how it can enhance or complement efforts to do so. The flexibility of the programs and supplementary materials allow specific content or skills to be addressed in depth by the teacher and/or business volunteer as needed. Alternate delivery methods, such as remote digital delivery and student self-guided options, cover the same learning objectives for social studies standards and the JA Pathway Competencies. However, the varied implementation models may cause slight variation in English Language Arts and Mathematics correlations.

## JA High School Classroom Learning Experiences

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

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

- [JA Creative Problem Solving®](#) module: students learn and apply design thinking, an innovative problem solving process used by entrepreneurs, and intrapreneurs.
- [JA Think Like An Entrepreneur®](#) 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®](#) module: students learn how to implement a lean business plan.

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

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

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

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

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

[JA Excellence Through Ethics®](#) affords students the opportunity to learn the importance of ethics and ethical decision-making and how ethical and unethical choices affect everyone in a community.

[JA High School Heroes®](#) provides leadership development opportunities to high school students who deliver JA programs

in elementary schools.

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

[JA It's My Job® \(Soft Skills\)](#) will help students understand the value of professional communication and soft skills, making them more employable to future employers across multiple career clusters.

[JA Job Shadow®](#) 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<sup>®</sup>

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>EPF.10.a The student will develop consumer skills by examining basic economic concepts (such as scarcity and opportunity cost) and their relation to product prices and consumer spending.</p> <p>EPF.11.a The student will demonstrate knowledge of planning for living and leisure expenses by comparing the costs and benefits of purchasing vs. leasing a vehicle.</p> <p>EPF.11.b The student will demonstrate knowledge of planning for living and leisure expenses by calculating the total costs of owning and operating a vehicle.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

# JA Be Entrepreneurial Creative Problem Solving®

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</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>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p>

# JA Be Entrepreneurial Creative Problem Solving®

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</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>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>9. Demonstrate customer service skills.</p> <p>11. Demonstrate big picture thinking.</p>

# JA Be Entrepreneurial Creative Problem Solving®

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Session Five: Applying Design Thinking (Optional, Self-Guided)</b></p> <p>Students complete a cumulative Design Thinking project to demonstrate comprehension and execution of the creative problem-solving process.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use the Design Thinking model to create a solution to an identified problem.</li> <li>• Produce an artifact for each step of the Design Thinking process to demonstrate their work.</li> </ul>		<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p>

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

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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, 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>● Define entrepreneurship and some key qualities of entrepreneurs.</li> <li>● Differentiate the important components of a positive, growth mindset from a fixed mindset as a foundation of entrepreneurship.</li> <li>● Describe the advantages in life of embracing a growth mindset.</li> <li>● Define the entrepreneurial mindset.</li> <li>● Describe the key characteristics of a successful entrepreneur’s mindset.</li> </ul>	<p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>1. Demonstrate creativity and innovation.</li> <li>2. Demonstrate critical thinking and problem-solving.</li> <li>3. Demonstrate initiative and self-direction.</li> <li>5. Demonstrate work ethic.</li> </ol>
<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>	<p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>1. Demonstrate creativity and innovation.</li> <li>2. Demonstrate critical thinking and problem-solving.</li> <li>3. Demonstrate initiative and self-direction.</li> <li>5. Demonstrate work ethic.</li> </ol>



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

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Session Three: Creating an Entrepreneurial Action Plan (Optional, Self-Guided)</b></p> <p>Students craft a personal action plan to start thinking like an entrepreneur in their daily life and career aspirations.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the results of the entrepreneurial mindset self-assessment.</li> <li>• Develop a personal action plan that includes goal setting to strengthen aspects of an entrepreneurial mindset.</li> </ul>	<p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>1. Demonstrate creativity and innovation.</li> <li>2. Demonstrate critical thinking and problem-solving.</li> <li>3. Demonstrate initiative and self-direction.</li> <li>5. Demonstrate work ethic.</li> <li>21. Demonstrate reading and writing skills.</li> </ol>

# JA Be Entrepreneurial Rapid Business Planning®

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p> <p>EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>1. Demonstrate creativity and innovation.</li> <li>2. Demonstrate critical thinking and problem-solving.</li> <li>3. Demonstrate initiative and self-direction.</li> <li>5. Demonstrate work ethic.</li> <li>9. Demonstrate customer service skills.</li> </ol>
<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,</li> </ul>	<p>EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.</p> <p>EPF.2.h The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing the effects of competition on producers, sellers, and consumers.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>1. Demonstrate creativity and innovation.</li> <li>2. Demonstrate critical thinking and problem-solving.</li> <li>3. Demonstrate initiative and self-direction.</li> <li>5. Demonstrate work ethic.</li> <li>9. Demonstrate customer service skills.</li> </ol>

# JA Be Entrepreneurial Rapid Business Planning®

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
Solution, and Channels sections of the Lean Canvas.			
<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>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p> <p>EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>Demonstrate creativity and innovation.</li> <li>Demonstrate critical thinking and problem-solving.</li> <li>Demonstrate initiative and self-direction.</li> <li></li> <li>Demonstrate work ethic.</li> <li></li> <li></li> <li></li> <li>Demonstrate customer service skills.</li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li>Apply mathematical skills to job-specific tasks.</li> </ol>
<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>EPF.2.d The student will demonstrate knowledge of the role of producers and consumers in a market economy by comparing the costs and benefits of different forms of business organization, including sole proprietorship, partnership, corporation, franchise, and cooperative.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>Demonstrate creativity and innovation.</li> <li>Demonstrate critical thinking and problem-solving.</li> <li>Demonstrate initiative and self-direction.</li> <li></li> <li>Demonstrate work ethic.</li> <li></li> <li></li> <li>Demonstrate customer service skills.</li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li></li> <li>Apply mathematical skills to job-specific tasks.</li> </ol>

# JA Be Entrepreneurial Rapid Business Planning®

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>Demonstrate creativity and innovation.</li> <li>Demonstrate critical thinking and problem-solving.</li> <li>Demonstrate initiative and self-direction.</li> <li>Demonstrate work ethic.</li> <li>Demonstrate customer service skills.</li> <li>Demonstrate continuous learning and adaptability.</li> <li>Manage time and resources</li> <li>Apply mathematical skills to job-specific tasks.</li> </ol>
<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>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>Demonstrate creativity and innovation.</li> <li>Demonstrate critical thinking and problem-solving.</li> <li>Demonstrate initiative and self-direction.</li> <li>Demonstrate work ethic.</li> <li>Demonstrate customer service skills.</li> <li>Demonstrate continuous learning and adaptability.</li> <li>Manage time and resources</li> <li>Apply mathematical skills to job-specific tasks.</li> </ol>

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

Session Description	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</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>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.C.1.A.i Applying a variety of strategies to listen actively and speak purposefully and respectfully.</p> <p>9-12.C.1.A.v Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.</p> <p>9-12.C.2.A.ii Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</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>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and</p>

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		<p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>life-management skills.</p> <p>21. Demonstrate reading and writing skills.</p>

# JA Career Speaker Series®

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<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>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</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>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.C.1.A.i Applying a variety of strategies to listen actively and speak purposefully and respectfully.</p> <p>9-12.C.1.A.v Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.</p> <p>9-12.C.2.A.ii Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</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>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>21. Demonstrate reading and writing skills.</p>

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		<p>information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	



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<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>EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>8. Demonstrate respect for diversity.</p> <p>10. Collaborate with team members.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</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</li> </ul>	<p>EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational,</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>8. Demonstrate respect for diversity.</p> <p>10. Collaborate with team members.</p>

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<p>sources, conducting research, and summarizing recommendations.</p> <ul style="list-style-type: none"> <li>Communicate recommendations using evidence for persuasion.</li> </ul>		<p>historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p>
<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 will 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>	<p>EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>8. Demonstrate respect for diversity.</p> <p>10. Collaborate with team members.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</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>	<p>EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p>	<p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>6. Demonstrate conflict-resolution skills.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>8. Demonstrate respect for diversity.</p> <p>10. Collaborate with team members.</p> <p>13. Demonstrate continuous learning and adaptability.</p>

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<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>		9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	14. Manage time and resources.  20. Demonstrate professionalism.
<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>	EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.	9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities. 9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts. 9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	1. Demonstrate creativity and innovation.  4. Demonstrate integrity.  5. Demonstrate work ethic.  7. Demonstrate listening and speaking skills.  8. Demonstrate respect for diversity.  10. Collaborate with team members.  13. Demonstrate continuous learning and adaptability.  14. Manage time and resources.  20. Demonstrate professionalism.
<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</li> </ul>	EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.	9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities. 9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.	2. Demonstrate critical thinking and problem-solving.  4. Demonstrate integrity.  5. Demonstrate work ethic.  7. Demonstrate listening and speaking skills.  8. Demonstrate respect for diversity.  10. Collaborate with team members.  13. Demonstrate continuous learning and adaptability.

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and directly addresses the root cause.		9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	14. Manage time and resources.  20. Demonstrate professionalism.
<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>	EPF.2.g The student will demonstrate knowledge of the role of producers and consumers in a market economy by examining how investment in human capital, capital goods, and technology can improve productivity.	9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities. 9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts. 9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	2. Demonstrate critical thinking and problem-solving.  4. Demonstrate integrity.  5. Demonstrate work ethic.  7. Demonstrate listening and speaking skills.  8. Demonstrate respect for diversity.  10. Collaborate with team members.  13. Demonstrate continuous learning and adaptability.  14. Manage time and resources.  20. Demonstrate professionalism.

# JA Company Program<sup>®</sup> 2.0

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>11. Demonstrate big picture thinking.</p> <p>14. Manage time and resources.</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</li> </ul>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.b The student will demonstrate knowledge of the role of producers and consumers in a market economy by explaining how businesses respond to consumer sovereignty.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>9. Demonstrate customer service skills.</p>

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Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>model to new ideas or problem-solving.</p> <ul style="list-style-type: none"> <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>range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	
<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</li> </ul>	<p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.d The student will demonstrate knowledge of the role of producers and consumers in a market economy by comparing the costs and benefits of different forms of business organization, including sole proprietorship, partnership, corporation, franchise, and cooperative.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>14. Manage time and resources.</p>

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<p>service using data-informed decision making.</p> <ul style="list-style-type: none"> <li>• Demonstrate that entrepreneurs have accountability by completing a Product Approval application to submit to JA.</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> <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>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</p>

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Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Meeting Five: Launch the Business</b> Students learn about a business’s leadership roles and responsibilities, evaluate their personal leadership skills, and elect leaders for their company. Students work on their <b>Business Team Task Lists, Business Snapshot, and 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>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</p>
<p><b>Meeting Six - Eleven: Business Operations</b> 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</p>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational,</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>



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<p>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>market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	
<p><b>Topic: Finances (Self-Guided)</b> 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>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

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Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Topic: Leadership and Management (Self-Guided)</b></p> <p>Students review the concept of leadership and how leaders guide organizations, discover the characteristics that foster strong leadership skills, and identify the primary responsibilities of this business role in the JA Company Program.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of leadership and management in a company.</li> <li>Explain the primary tasks and responsibilities of the Leadership and Management team to understand this team’s role in company operations.</li> </ul>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</p>
<p><b>Topic: Marketing (Self-Guided)</b></p> <p>Students learn how marketing connects the company with the customer and is really the way that a company communicates with customers and other businesses. They learn the four Ps of the marketing mix and the primary responsibilities of the Marketing team during the JA Company Program.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of marketing in a company</li> <li>Explain the primary tasks and responsibilities of the Marketing team to understand this team’s role in company operations.</li> </ul>	<p>EPF.10.e The student will develop consumer skills by examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>9. Demonstrate customer service skills.</p>

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Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Topic: Sales (Self-Guided)</b></p> <p>Students learn how sales teams are vital to an organization and discover the primary responsibilities of the Sales team for the JA Company Program and learn tips for sales success.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of sales in a company</li> <li>Explain the primary tasks and responsibilities of the Sales team to understand this team's role in company operations.</li> </ul>	<p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>9. Demonstrate customer service skills.</p>
<p><b>Topic: Supply Chain Workflow (Self-Guided)</b></p> <p>Students learn that a supply chain is the network established to gather components, manufacture a product, and distribute that product to consumers. responsibilities.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the function of a supply chain and the purpose of each link in the supply chain as it relates to company operations.</li> </ul>	<p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

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Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Meeting Twelve: Liquidate the Company</b></p> <p>Students finalize their company’s operations, initiate the steps necessary to liquidate their company’s assets, and complete the steps to close out their company.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the liquidation process for the company and the associated tasks.</li> <li>Demonstrate the liquidation process of a business by executing the tasks to complete the student company.</li> </ul>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>
<p><b>Meeting Thirteen: Create a Personal Plan of Action</b></p> <p>Students recognize the necessity of networking as an entrepreneur and work on a personal action plan to develop their personal network and to refine their entrepreneurial skills.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe the importance of networking related to your business and overall entrepreneurial success.</li> <li>Execute an introductory plan to initiate networking by determining immediate people and organizations you can connect with.</li> <li>Execute a personal action plan to detail the next steps you will take in your entrepreneurial journey.</li> </ul>	<p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>11. Demonstrate big picture thinking.</p> <p>14. Manage time and resources.</p> <p>21. Demonstrate reading and writing skills.</p>

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Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Meeting Fourteen: Develop an Annual Report (Optional)</b></p> <p>During this optional meeting, students create an annual report as a summary of their student company experience.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Describe an annual report and its purpose.</li> <li>● Develop a summary annual report project to complete the business venture experience.</li> </ul>	<p>EPF.2.d The student will demonstrate knowledge of the role of producers and consumers in a market economy by comparing the costs and benefits of different forms of business organization, including sole proprietorship, partnership, corporation, franchise, and cooperative.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>5. Demonstrate work ethic.</p> <p>11. Demonstrate big picture thinking.</p> <p>14. Manage time and resources.</p> <p>21. Demonstrate reading and writing skills.</p>

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

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p>
<p><b>Session Two: Doing the Research</b></p> <p>This meeting focuses on the main goal for the pop-up business: making a profit. Students will examine the factors of the profit equation and learn about what they need to consider when determining a pricing strategy for achieving their goal. They also will define their target audience and explore the importance of market research for ensuring that their product meets customers' needs. They will prepare market research surveys and conduct independent market research that they will analyze in Meeting Three.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Identify the elements of the profit equation and understand how to calculate profit.</li> <li>● Explain what a target audience is.</li> <li>● Recognize the importance of the</li> </ul>	<p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions,</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p> <p>15. Demonstrate information-literacy skills.</p>

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<p>customers' wants and needs related to the business's goals.</p> <ul style="list-style-type: none"> <li>Identify appropriate market research techniques to use when collecting information.</li> </ul>		<p>critiques, letters, poetry, narratives, etc.).</p>	
<p><b>Session Three: Defining the Pop-Up Structure</b></p> <p>During this meeting, students review the market research data they have compiled and look for patterns to inform their decision making as they plan their pop-up business. Then, students explore the different roles and responsibilities of the pop-up company and evaluate their own personal skills and interests to determine what role they will assume during their pop-up experience.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze market research data to make planning decisions about the pop-up business to maximize sales.</li> <li>Describe the different roles and responsibilities necessary to organize and run a pop-up business.</li> <li>Reflect on personal strengths and weaknesses to determine a personal role on the pop-up team.</li> <li>Draft a timeline of tasks and associated due dates needed to meet the company's goals.</li> </ul>	<p>EPF.2.d The student will demonstrate knowledge of the role of producers and consumers in a market economy by comparing the costs and benefits of different forms of business organization, including sole proprietorship, partnership, corporation, franchise, and cooperative.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p>
<p><b>Session Four: The Ps of Pop-Up</b></p> <p>This meeting introduces students to the Four Ps of marketing (Product, Price, Place, and Promotion), which act as the framework for their pop-up business planning tasks. Students explore which factors to consider when making the important decision of where to locate the pop-up business, and they learn about merchandising, product display, and store layout as important elements of marketing strategy to maximize sales.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain the importance of the four 4 Ps of the marketing mix related to a pop-up business.</li> <li>Identify the location for the pop-up business to include dates and hours of operation for the</li> </ul>	<p>EPF.10.e The student will develop consumer skills by examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>9. Demonstrate customer service skills.</p> <p>11. Demonstrate big picture thinking.</p>

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<p>Place "P" detail of the marketing mix.</p> <ul style="list-style-type: none"> <li>Design an optimal layout for a pop-up business that will maximize sales.</li> </ul>		<p>audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	
<p><b>Session Five: Creating the Buzz</b></p> <p>This meeting focuses on selecting a price for the product or service, as well as promotional strategies for attracting attention to the pop-up store. Students will determine their expenses and the revenue necessary to break even so that they can set a price for their product that will achieve their profit goal. Additionally, they will determine how to promote their business and will work on tasks for advertising.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Formulate the appropriate price for their product to achieve the pop-up store's monetary goal.</li> <li>Design promotional strategies and materials to attract interest in the pop-up business.</li> </ul>	<p>EPF.10.e The student will develop consumer skills by examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p>
<p><b>Session Six: Open for Business!</b></p> <p>In this meeting, students explore essential customer service and sales skills to use while their pop-up store is operating. Additionally, they review and finalize all logistics necessary to launch and open the store.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Select appropriate sales strategies to use while interacting with customers during pop-up store sales.</li> <li>Practice excellent retail customer care skills to maximize the pop-up store's sales potential to reach its business goals.</li> <li>Resolve final logistics before launching the pop-up business, including transaction types, starting cash, inventory tracking, and staffing schedule.</li> </ul>	<p>EPF.10.e The student will develop consumer skills by examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions,</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>9. Demonstrate customer service skills.</p> <p>11. Demonstrate big picture thinking.</p>



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		critiques, letters, poetry, narratives, etc.).	
<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>● 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>	EPF.10.e The student will develop consumer skills by examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace.	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>9. Demonstrate customer service skills.</p> <p>11. Demonstrate big picture thinking.</p>

# JA Excellence Through Ethics®

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>9-12.C.1.A.i Applying a variety of strategies to listen actively and speak purposefully and respectfully.</p> <p>9-12.C.1.A.v Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.</p> <p>9-12.C.2.A.ii Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).</p>	<p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>20. Demonstrate professionalism.</p>
<p><b>Reflection Activity (Optional)</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</li> </ul>		<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

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<p>between their words and actions.</p>			
<p><b>Extended Learning Opportunities (Optional)</b></p> <p>Students can log on to the JA My Way website to learn more about ethics or have a debate about an ethical dilemma.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Work independently to discover more about ethics.</li> </ul>		<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>15. Demonstrate information-literacy skills.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

# JA High School Heroes®

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>15. Demonstrate information-literacy skills.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</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>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>15. Demonstrate information-literacy skills.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

# JA High School Heroes®

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Critical Thinking and Problem Solving</b></p> <p>Students advance their critical thinking skills so that they can adapt quickly to new circumstances and develop successful solutions to problems.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use a problem-solving technique to solve personal and professional problems.</li> <li>• Apply critical-thinking skills to work-based problems.</li> <li>• Recognize that decisions have consequences.</li> </ul>		<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p>
<p><b>Reflection</b></p> <p>Students share their JA High School Heroes experience and learn about its relevance to their futures. They complete a self-assessment designed to reiterate lessons about leadership, presentations, and critical thinking.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Implement objective criteria to self-evaluate</li> <li>• Recognize the value of constructive feedback and the growth mind-set</li> <li>• Develop a personal action plan.</li> </ul>		<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>4. Demonstrate integrity.</p> <p>5. Demonstrate work ethic.</p> <p>15. Demonstrate information-literacy skills.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

# JA High School Heroes®

# JA Inspire<sup>®</sup> Advanced

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Session One: Career Interests and Your Path</b></p> <p>Students understand the importance of career planning and complete a Career Interest Inventory to assess their own values, skills, and interests in the context of career paths.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Consider their values, skills, and interests.</li> <li>● Take a Career Interest Inventory.</li> <li>● Relate their values, skills, interests, and Career Interest Inventory to future career opportunities.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p><b>Session Two: Career Planning and Your Path</b></p> <p>Students learn to recognize career clusters and focus on those tied to the results of their Career Interest Inventory. They explore the knowledge, skills, and abilities needed for their careers of interest, as well as the outlook for openings in those fields.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Learn why career planning is important.</li> <li>● Recognize career clusters.</li> <li>● Identify career clusters that match their skills and interests.</li> <li>● Identify requirements to obtain jobs in fields of interest.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p><b>Session Three: Preparing to Meet Your Future</b></p> <p>Students learn how awareness of their values, skills, and interests helps</p>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts,</p>	<p>5. Demonstrate work ethic.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>

# JA Inspire<sup>®</sup> Advanced

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>guide them to a career that is meaningful, enjoyable, and positioned for success. They learn about soft skills and explore education and training requirements in their fields of interest.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand why it's important to choose a career where they can be successful and develop a career plan.</li> <li>• Practice soft skills.</li> <li>• Recognize education and training requirements and opportunities for careers of interest.</li> </ul>		<p>including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p>
<p><b>Session Four: Local Business Means Opportunity</b></p> <p>Students learn about their local economy. They review the list of JA Inspire Virtual career fair exhibitors and the website of their local Chamber of Commerce and look for common themes, such as career clusters. They identify companies they would like to visit during the virtual career fair.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize traits of their local economy.</li> <li>• Identify common career clusters in their area and among JA Inspire Virtual exhibitors.</li> <li>• Create a list of exhibitors to visit during JA Inspire Virtual.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker's education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</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>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker's education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>



# JA Inspire<sup>®</sup> Advanced

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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 speakers and webinars.</li> </ul>		information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts. 9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	14. Manage time and resources.  20. Demonstrate professionalism.
<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> <li>Prepare questions that they want to ask and practice asking them.</li> <li>Express their expectations of the upcoming event.</li> </ul>	EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.	9-12.C.1.A.i Applying a variety of strategies to listen actively and speak purposefully and respectfully. 9-12.C.1.A.v Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives. 9-12.C.2.A.ii Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).	3. Demonstrate initiative and self-direction.  7. Demonstrate listening and speaking skills.  11. Demonstrate big picture thinking.  12. Demonstrate career and life-management skills.  14. Manage time and resources.  20. Demonstrate professionalism.
<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> </ul>	EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.	9-12.C.1.A.i Applying a variety of strategies to listen actively and speak purposefully and respectfully. 9-12.C.1.A.v Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives. 9-12.C.2.A.ii Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).	3. Demonstrate initiative and self-direction.  7. Demonstrate listening and speaking skills.  11. Demonstrate big picture thinking.  12. Demonstrate career and life-management skills.

# JA Inspire<sup>®</sup> Advanced

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<ul style="list-style-type: none"> <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>			14. Manage time and resources.  20. Demonstrate professionalism.
<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>	EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.	9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities. 9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts. 9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	3. Demonstrate initiative and self-direction.  11. Demonstrate big picture thinking. 12. Demonstrate career and life-management skills.  14. Manage time and resources.  20. Demonstrate professionalism.  21. Demonstrate reading and writing skills.

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

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker's education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>12. Demonstrate career and life-management skills.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>
<p><b>Applications and Resumes</b></p> <p>This session covers job applications and resumes, two written methods of applying for a job. Students examine both documents and begin to think about how to adapt their experiences, skills, and achievements to the applicable template to present themselves to a potential employer.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify information necessary for a job application.</li> <li>Recognize key features and formatting of resumes.</li> <li>Use appropriate language for a resume.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker's education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>12. Demonstrate career and life-management skills.</p> <p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

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

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Interviewing for a Job</b></p> <p>This session covers communication styles used during the process of job hunting, with an emphasis on interviewing. Students complete an activity and track their accomplishments in a “brag sheet.”</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Identify appropriate content for a personal brag sheet</li> <li>● Adapt personal information to interview situations.</li> <li>● Develop answers to common interview questions.</li> <li>● Recognize appropriate professional dress and demeanor for a job interview.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>12. Demonstrate career and life-management skills.</p> <p>20. Demonstrate professionalism.</p>
<p><b>Cell Phones in the Workplace</b></p> <p>This session covers communication methods to ensure workplace success, focusing on using cell phones in the workplace. A required activity covers cell phone etiquette, plus there are three additional activities from which to choose.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Recognize and identify appropriate and inappropriate uses of cell phones in the workplace.</li> <li>● Identify the effects of inappropriate usage of cell phones in the workplace.</li> <li>● Adapt cell phone behavior and functions for professional uses.</li> <li>● Recognize and apply appropriate texting style for communicating in the workplace.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>16. Demonstrate an understanding of information security.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p> <p>20. Demonstrate professionalism.</p>

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

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Workplace Communication</b></p> <p>This session covers communication methods in the workplace. Activities focus on appropriate tone and topics for the workplace and communication strategies for collaborating effectively.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify and use an appropriate professional tone in workplace communication.</li> <li>Identify appropriate and inappropriate subjects for workplace discussion.</li> <li>Enable cooperative and productive group interactions.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker's education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>6. Demonstrate conflict-resolution skills.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>8. Demonstrate respect for diversity.</p> <p>10. Collaborate with team members.</p> <p>7. Demonstrate listening and speaking skills.</p> <p>20. Demonstrate professionalism.</p>
<p><b>Workplace Writing</b></p> <p>This session covers the basics of professional writing. Included are activities that allow students to practice writing concisely, clearly, and correctly, with appropriate workplace style.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Use proper spelling, grammar, and punctuation in the workplace.</li> <li>List best practices for effective business writing.</li> <li>Use clear language and appropriate style for written communication in the workplace.</li> <li>Identify important ideas and express them clearly and concisely in writing.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker's education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>20. Demonstrate professionalism.</p> <p>21. Demonstrate reading and writing skills.</p>

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

# JA Job Shadow<sup>®</sup>

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Session One: Finding Your Future</b></p> <p>In this session, students are introduced to the Design for Delight innovation model and how to use it for career planning. They examine career options and pathways in relation to their skills and interests, to allow them to choose potential occupations to explore.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the three Design for Delight innovation principles.</li> <li>Correlate the Design for Delight innovation principles to the development of a personal career plan.</li> <li>Explain career clusters and their relationship to career pathways, industries, and careers.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>
<p><b>Session Two: Career Exploration &amp; Informational Interviews</b></p> <p>In this session, students work with a partner to explore their top three career choices and explain how they made their selections. They learn what an informational interview is and how to conduct one with a professional contact to learn more about a career of interest, and they prepare for a site visit.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze which career options most closely relate to their interests, strengths, and skills</li> <li>Describe informational interviews and their relevance to personal career exploration</li> <li>Develop questions for informational interviews</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>10. Collaborate with team members.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</p>

# JA Job Shadow<sup>®</sup>

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p>to identify preferable careers</p> <ul style="list-style-type: none"> <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>Session Three: Job Site Visit</b></p> <p>In this session students attend a workplace site visit. They see presentations about the company, conduct informational interviews, and participate in a series of challenges. A detailed itinerary is in the JA Job Shadow Site Coordinator Guide.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Observe and analyze a company’s presentations to discern business mission, values, and functions.</li> <li>● Make ethical decisions related to a business scenario.</li> <li>● Conduct informational interviews.</li> <li>● Relate what was learned from a workplace visit to a personal career path.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.C.1.A.i Applying a variety of strategies to listen actively and speak purposefully and respectfully.</p> <p>9-12.C.1.A.v Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.</p> <p>9-12.C.2.A.ii Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p> <p>22. Demonstrate workplace safety.</p>
<p><b>Session Four: Site Visit Reflection</b></p> <p>In this session students reflect on their site visit and write a thank you note to their hosts and any informational interview subjects. They create a resume and an online professional profile.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Evaluate personal career plan.</li> <li>● Create a resume.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks,</p>	<p>11. Demonstrate big picture thinking.</p> <p>21. Demonstrate reading and writing skills.</p>



# JA Job Shadow<sup>®</sup>

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<ul style="list-style-type: none"> <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>		<p>purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	
<p><b>Session Five: Interviewing for a Job</b></p> <p>In this session students learn how to behave professionally and answer questions on job interviews, and they practice interviewing for a job. They explore how to secure a job shadow placement.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Identify common interview mistakes.</li> <li>● Investigate common job interview formats.</li> <li>● Practice job interviews from both the employer’s and applicant’s perspectives.</li> <li>● Prepare for job interview.</li> <li>● Plan and obtain job shadow commitment.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>11. Demonstrate big picture thinking.</p> <p>20. Demonstrate professionalism.</p>
<p><b>Session Six: Job Shadow Prep</b></p> <p>In this session students prepare for their job shadow experience by developing questions to ask of their job shadow subjects, learning about appropriate workplace behavior, and researching the companies where they will spend time.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Research the job shadow subject’s company, employees, and industry.</li> <li>● Develop questions for the job shadow experience.</li> <li>● Distinguish between appropriate and inappropriate workplace behavior.</li> <li>● Assess personal</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>11. Demonstrate big picture thinking.</p> <p>15. Demonstrate information-literacy skills.</p> <p>20. Demonstrate professionalism.</p>

# JA Job Shadow<sup>®</sup>

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
preparedness for the job shadow experience.			
<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>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.C.1.A.i Applying a variety of strategies to listen actively and speak purposefully and respectfully.</p> <p>9-12.C.1.A.v Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.</p> <p>9-12.C.2.A.ii Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p> <p>22. Demonstrate workplace safety.</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>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>11. Demonstrate big picture thinking.</p> <p>21. Demonstrate reading and writing skills.</p>

# JA Launch Lesson®

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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 video at <a href="http://www.ja.org/launch">http://www.ja.org/launch</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>	<p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>3. Demonstrate initiative and self-direction.</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>	<p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>20. Demonstrate professionalism.</p> <p>22. Demonstrate workplace safety.</p>

# JA Launch Lesson®

<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>	<p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>11. Demonstrate big picture thinking.</p> <p>15. Demonstrate information-literacy skills.</p> <p>21. Demonstrate reading and writing skills.</p>
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# JA Personal Finance® 2.0

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Session One: Earning, Employment, and Income</b></p> <p>Students learn that healthy personal finances require planning and managing. They begin to analyze the financial implications of their educational and career choices as a basis for understanding the relationship between earnings and personal finance. Students also explore how their decisions can affect other people 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 your financial decisions can affect others.</li> <li>● Use healthy relationship behaviors to discuss shared financial decisions.</li> </ul>	<p>EPF.4.a The student will demonstrate knowledge of the many factors that affect income by examining the market value of a worker’s education, skills, training, knowledge, and credentials.</p> <p>EPF.15.a The student will demonstrate knowledge of income earning, taxes, and reporting by differentiating among sources of income.</p> <p>EPF.16.a The student will demonstrate knowledge of personal financial planning by identifying short-term and long-term personal financial goals.</p> <p>EPF.16.g The student will demonstrate knowledge of personal financial planning by explaining how economics influences a personal financial plan.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</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> </ul>	<p>EPF.16.a The student will demonstrate knowledge of personal financial planning by identifying short-term and long-term personal financial goals.</p> <p>EPF.16.b The student will demonstrate knowledge of personal financial planning by identifying anticipated and unanticipated income and expenses.</p> <p>EPF.16.e The student will demonstrate knowledge of personal financial planning by developing a personal budget.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

# JA Personal Finance® 2.0

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<ul style="list-style-type: none"> <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>		9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	
<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>	EPF.16.a The student will demonstrate knowledge of personal financial planning by identifying short-term and long-term personal financial goals. EPF.16.b The student will demonstrate knowledge of personal financial planning by identifying anticipated and unanticipated income and expenses. EPF.16.e The student will demonstrate knowledge of personal financial planning by developing a personal budget. EPF.17.a The student will demonstrate knowledge of investment and savings planning by comparing the impact of simple interest vs. compound interest on savings. EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.	9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities. 9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts. 9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	2. Demonstrate critical thinking and problem-solving.  12. Demonstrate career and life-management skills.  14. Manage time and resources.
<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> </ul>	EPF.13.a The student will demonstrate knowledge of credit and loan functions by evaluating the various methods of financing a purchase. EPF.13.b The student will demonstrate knowledge of credit and loan functions by analyzing credit card features and their impact on personal financial planning. EPF.13.c The student will demonstrate knowledge of credit and loan functions by identifying qualifications needed to obtain credit and the information needed to complete a credit application. EPF.13.f The student will demonstrate knowledge of credit and loan functions by identifying strategies for effective debt	9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities. 9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.	2. Demonstrate critical thinking and problem-solving.  12. Demonstrate career and life-management skills.  14. Manage time and resources.

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Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<ul style="list-style-type: none"> <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>management, including sources of assistance.</p>	<p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	
<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>EPF.10.g The student will develop consumer skills by explaining consumer rights, responsibilities, remedies, and the importance of consumer vigilance.</p> <p>EPF.10.h The student will develop consumer skills by examining precautions for protecting identity and other personal information.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>3. Demonstrate initiative and self-direction.</p> <p>4. Demonstrate integrity.</p> <p>11. Demonstrate big picture thinking.</p> <p>12. Demonstrate career and life-management skills.</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 purchased decisions and how to use healthy conflict to manage purchasing decisions moving forward.</p> <p><b>Students will:</b></p>	<p>EPF.10.a The student will develop consumer skills by examining basic economic concepts (such as scarcity and opportunity cost) and their relation to product prices and consumer spending.</p> <p>EPF.10.c The student will develop consumer skills by demonstrating comparison-shopping skills.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

# JA Personal Finance® 2.0

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<ul style="list-style-type: none"> <li>Identify the factors necessary for making an informed purchase.</li> <li>Compare and contrast prices and data when making a purchase decision.</li> <li>Calculate savings gained through smart shopping.</li> </ul>		9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	
<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>EPF.14.a The student will demonstrate knowledge of the role of insurance in risk management by identifying different ways to manage risk.</p> <p>EPF.14.b The student will demonstrate knowledge of the role of insurance in risk management by evaluating insurance as a risk management strategy.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>



# JA Personal Finance<sup>®</sup> 2.0

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<p><b>Session Eight: Investing (Optional)</b></p> <p>Students explore the difference between saving and investing, the advantages and potential returns of investing, and common types of investment products. Students also learn about various types of investment risks and self-assess their personal investment risk tolerance and communication with others about shared investments.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Evaluate investments with different levels of risk and reward.</li> <li>• Describe the role that compound interest plays in wealth over time.</li> <li>• Recognize that investment options carry different levels of risk and reward.</li> <li>• Analyze the risk tolerances for different investment strategies. Recognize the importance of practicing healthy relationship behaviors in shared investment decisions.</li> </ul>	<p>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p><b>Session Nine: Credit Cards (Optional)</b></p> <p>These 10-minute, student self-guided activities introduce credit cards as a form of short-term financing that can be used to pay a bill or make a purchase. Other topics covered include credit card types, credit card terms and credit card rights.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define the term "credit card."</li> <li>• Understand the difference between a credit card and a debit card.</li> </ul>	<p>EPF.13.b The student will demonstrate knowledge of credit and loan functions by analyzing credit card features and their impact on personal financial planning.</p> <p>EPF.13.c The student will demonstrate knowledge of credit and loan functions by identifying qualifications needed to obtain credit and the information needed to complete a credit application.</p> <p>EPF.13.e The student will demonstrate knowledge of credit and loan functions by comparing terms and conditions of various sources of consumer credit.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

# JA Personal Finance® 2.0

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<ul style="list-style-type: none"> <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>		range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).	
<p><b>Session Ten: Debt Management (Optional)</b></p> <p>These 10-minute, student self-guided activities include lessons on bankruptcy, loans, managing debt, defaulting on loans, and consumer credit counselling.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize the process, purpose, and outcomes of declaring bankruptcy.</li> <li>• Identify the different types of bankruptcy.</li> <li>• Evaluate the pros and cons of declaring bankruptcy in different situations.</li> <li>• Analyze the impact of bankruptcy when debt is shared.</li> </ul>	<p>EPF.13.h The student will demonstrate knowledge of credit and loan functions by comparing the costs and conditions of secured and unsecured loans.</p> <p>EPF.13.i The student will demonstrate knowledge of credit and loan functions by comparing the types of voluntary and involuntary bankruptcy and the implications of each.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>
<p><b>Session 11: Net Worth (Optional)</b></p> <p>These 10-minute, student self-guided activities explain net worth and the process of determining net worth. Students will explore the different types of net worth, set financial goals, and learn about investing to build wealth.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Define net worth.</li> </ul>	<p>EPF.16.d The student will demonstrate knowledge of personal financial planning by examining components and purposes of a personal net worth statement.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational,</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>12. Demonstrate career and life-management skills.</p> <p>14. Manage time and resources.</p>

# JA Personal Finance<sup>®</sup> 2.0

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<ul style="list-style-type: none"> <li>• Explore the process of determining net worth.</li> <li>• Summarize the different types of net worth.</li> <li>• Investigate the significance of shared net worth.</li> <li>• Calculate personal net worth.</li> </ul>		<p>historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	

# JA Take Stock in Your Future®

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

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<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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

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<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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>
<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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>



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<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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

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<p><b>Investing for the Long Term</b></p> <p>Students learn why investing over the long-term offers the best path toward success in the market and why day trading can be fraught with risk.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify the value of and benefits associated with long-term investments.</li> <li>Express the risks associated with day trading and short-term investments.</li> </ul>	<p>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

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<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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

# JA Take Stock in Your Future®

Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>
<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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

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Session Descriptions	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
<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>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>
<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>	<p>EPF.17.b The student will demonstrate knowledge of investment and savings planning by comparing various options for investment and savings.</p> <p>EPF.17.d The student will demonstrate knowledge of investment and savings planning by comparing various options for long-term planning (e.g., Virginia529 Plan, retirement plans).</p> <p>EPF.17.e The student will demonstrate knowledge of investment and savings planning by describing how the stock market works.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>2. Demonstrate critical thinking and problem-solving.</p> <p>11. Demonstrate big picture thinking.</p> <p>13. Demonstrate continuous learning and adaptability.</p> <p>14. Manage time and resources.</p> <p>19. Apply mathematical skills to job-specific tasks.</p>

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<p><b>Tutorial: Getting Ready for Business*</b></p> <p>In this tutorial session, 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 and key terms used in the simulation, and how to play <i>JA Titan</i>.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize and correctly express the program’s key terms.</li> <li>Predict and identify various business trade-offs based on business decisions.</li> <li>Apply business decisions that indicate an understanding of the importance of profit to the success of a business.</li> </ul>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</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> </ul>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p>

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<ul style="list-style-type: none"> <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>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>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<ol style="list-style-type: none"> <li>Demonstrate creativity and innovation.</li> <li>Demonstrate critical thinking and problem-solving.</li> <li>Demonstrate initiative and self-direction.</li> <li>Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</li> </ol>
<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>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’</p>	<ol style="list-style-type: none"> <li>Demonstrate creativity and innovation.</li> <li>Demonstrate critical thinking and problem-solving.</li> <li>Demonstrate initiative and self-direction.</li> </ol>



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<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>consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p>
<p><b>Competition Prep: Examining R&amp;D and Marketing</b></p> <p>Students focus on the impact R&amp;D and marketing can have on the product and the profits.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Describe why R&amp;D and marketing expenses are investments.</li> <li>Express how R&amp;D and marketing decisions support the success of a company.</li> <li>Practice using the features and functionality of the simulation interface.</li> </ul>	<p>EPF.10.e The student will develop consumer skills by examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>9. Demonstrate customer service skills.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p>

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<p><b>Competition Prep: Considering Economic Factors</b></p> <p>Students explore economic circumstances under which they may implement different strategies in preparation of the alternative scenario games available in the simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express and use the program’s key terms.</li> <li>Express the importance of profit to a business’s success.</li> <li>Evaluate and select the optimal business-based choices using the resources available.</li> <li>Recognize that shocks to demand or supply affect business management decisions.</li> </ul>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p>
<p><b>Competition Prep: Presenting the JA Titan of Business Competition</b></p> <p>In this game-based session, students compete as businesses to see which will be crowned the JA Titan of Industry.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the importance of profit to the success of a business.</li> <li>Apply the profit equation: profit equals total revenue minus total costs.</li> <li>Demonstrate an understanding that companies are constrained by limited resources.</li> <li>Evaluate the possible trade-offs for each business decision before committing to the decision.</li> <li>Use a budget as a strategy to monitor income,</li> </ul>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students’ discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p>

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<p>expenses, and other financial records.</p> <ul style="list-style-type: none"> <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>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><b>Deep Dive: Research &amp; Development*</b></p> <p>This session provides a deeper exploration and study of R&amp;D concepts.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Express the importance of R&amp;D to the continued profitability of a business.</li> <li>Identify a new feature to be developed for a smartphone that would potentially increase profits and practice working through the product design phase.</li> </ul>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>15. Demonstrate information-literacy skills.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p>

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<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>EPF.10.e The student will develop consumer skills by examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>9. Demonstrate customer service skills.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</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</li> </ul>		<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>1. Demonstrate creativity and innovation.</p> <p>2. Demonstrate critical thinking and problem-solving.</p> <p>3. Demonstrate initiative and self-direction.</p> <p>11. Demonstrate big picture thinking.</p> <p>14. Manage time and resources.</p> <p>18. Demonstrate proficiency with technologies, tools, and machines common to a specific occupation.</p>

Session Details	Virginia Standards of Learning for Economics and Personal Finance	Virginia Standards of Learning for Language Arts	Virginia Workplace Readiness Skills
employees, customers, and the community.			
<p><b>Deep Dive: Daily Business Operations Speaker Session*</b></p> <p>In this volunteer-led session, a volunteer presents how his/her own business knowledge applies and relates to the business concepts in the simulation.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize real-world applications of the terms and concepts from the game through a volunteer guest speaker presentation.</li> </ul>	<p>EPF.2.a The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.</p> <p>EPF.2.c The student will demonstrate knowledge of the role of producers and consumers in a market economy by identifying the role of entrepreneurs.</p> <p>EPF.2.e The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how costs and revenues affect profit and supply.</p> <p>EPF.2.f The student will demonstrate knowledge of the role of producers and consumers in a market economy by describing how increased productivity affects costs of production and standards of living.</p>	<p>9-12.RV.1.A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.</p> <p>9-12.RV.1.G Use newly learned words and phrases in multiple contexts, including students' discussions and speaking and writing activities.</p> <p>9-12.RI.1.B Explain the purpose and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams in informational, historical, scientific, or technical texts.</p> <p>9-12.W.1.C Develop flexibility in writing by routinely producing shorter and longer pieces for a range of tasks, purposes, and audiences (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</p>	<p>7. Demonstrate listening and speaking skills.</p> <p>11. Demonstrate big picture thinking.</p>